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ABSTRACT

The message of this series of books, "Parents and Children Together," is that parents should get together with their children, talk about stories, and learn together. This book contains several stories that parents and children can read together and talk about in a relaxed way. The book has a companion audiotape. Advice is given in the first part of the book to help parents relate to and feel comfortable reading with their children. In the second half of the book and on one side of the audiotape are ideas and guidelines for the interested parent. Following an introduction and a "getting started" section, the book is divided into these parts: (1) Read-Along Stories ("Balloon Day" [M.A. Crane]; "Tiger Paws and Old Berk" [Jerry Elya]; "My Sister, the Snake, and I" [Yolanda Ferguson Stein]); and (2) Guidelines for Parents (Using the Library; Questions about the Library; Activities for Fun and Learning; and Books for Parents and Children). (NKA)

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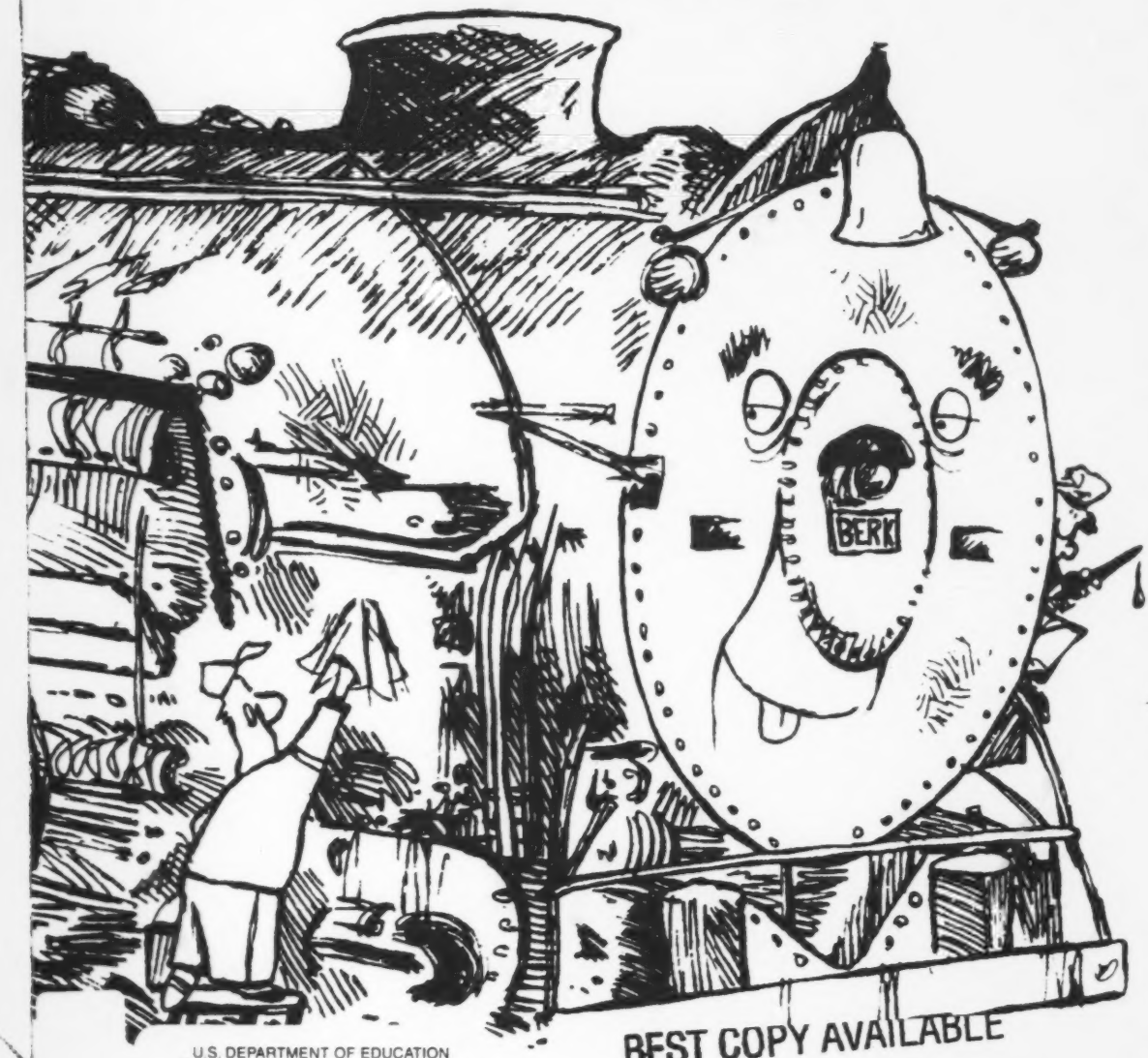
Parents & Children Together SERIES

ERIC Family Learning Association

Using the Library



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Read-Along Stories:
Balloon Day
Tiger Paws and Old Berk
My Sister, the Snake, and I

ED 464 361

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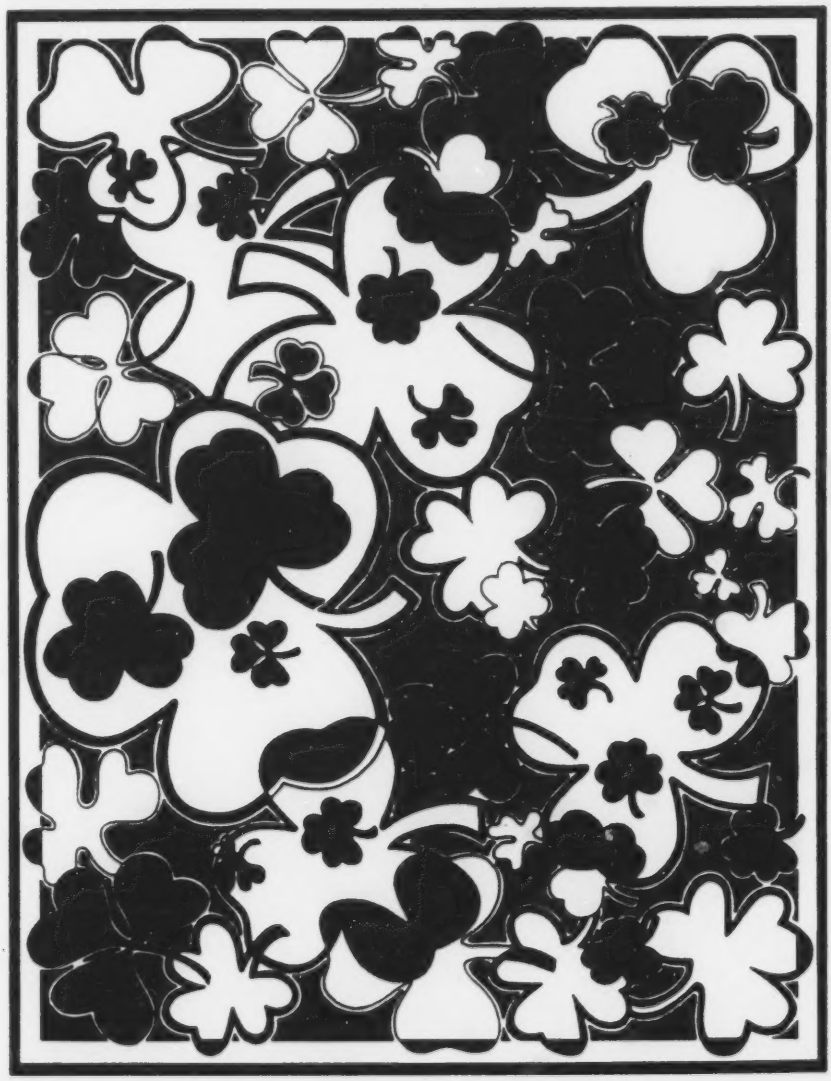
Guidance and fun for parents and children, ages 4–9

This book has a companion audio tape also entitled "Using the Library." Occasionally, there are directions on the tape that do not appear in the book or headings in the book that aren't spoken on the tape.



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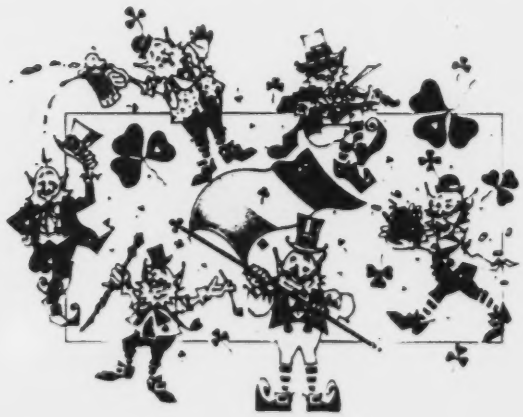

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Introduction

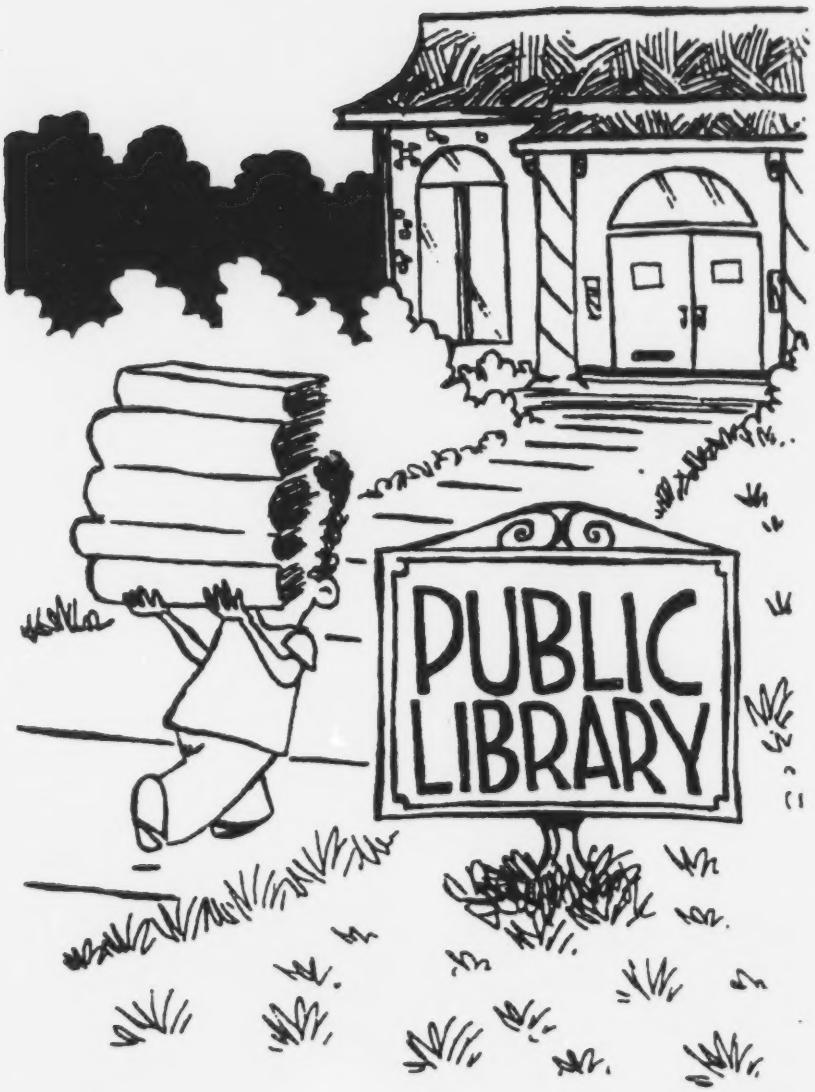
Get together with your children. Talk about stories and learn together. That's the message of this series of books, ***Parents and Children Together.***

You will find here several stories that you and your children can read together and talk about in a relaxed way. Some stories are more appropriate for younger children, some for children in grades three and four. Have fun with them, but also use them as a way of guiding your child's thinking.

Before each story, you will be prompted to focus your attention. After the story, review some of the issues in a relaxed conversation. Please feel comfortable making comments or asking questions when the two of you are reading a story together. Have fun along the way. The stories are performed as radio dramas on the accompanying audiotape. That gives your child a chance to read along with the voices on the tape.

In the second half of this book and on one side of the audio tape there are ideas and guidelines for the interested parent. On the topic of this particular volume you will find hints, practice activities, and books for further reading. If you want to use the tape as a way of preparing for reading with your child or in helping your child study, the tape gives you an opportunity to listen while you are driving or jogging.

For more ideas on any of the topics in this series, visit ***www.kidscanlearn.com*** or ***http://eric.indiana.edu***

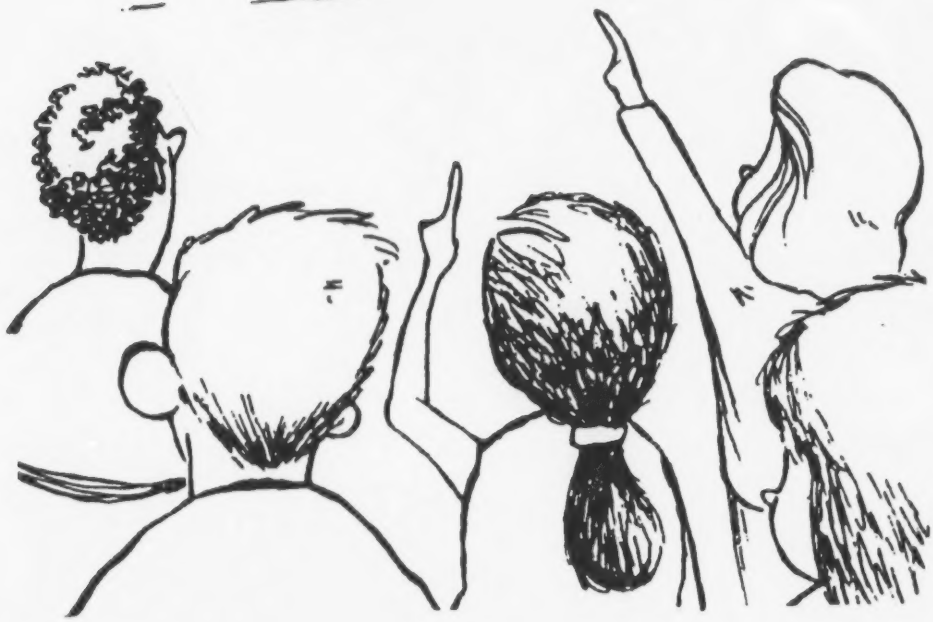

PUBLIC
LIBRARY

Getting Started

We feature libraries in this book, and discuss ways in which you can help your child utilize the library and learn from experiences there. On side B of the tape, we have three read-along stories. We encourage you to listen to these stories and to read them with your children, so that they may participate in the excitement of story reading. Of course, your child can also listen to the stories alone, if you wish. You may want to take some time to look ahead at these stories before you read along with your child. It is also important to talk about the story ahead of time.

Before reading each story, talk about the title or things that might happen in the story. Then, after the story is finished, talk about it again. By the way, if in the middle of the story something funny or exciting happens, it's okay for you to stop the tape and discuss the event, or for you to ask your child questions such as, "How does a steam engine work?" or "Have you ever touched a snake? Do you like snakes?" and then follow up with a why or why not. These questions make your conversation about the story more natural and valuable.

Part I
Read-along Stories



Balloon Day

by M. A. Crane

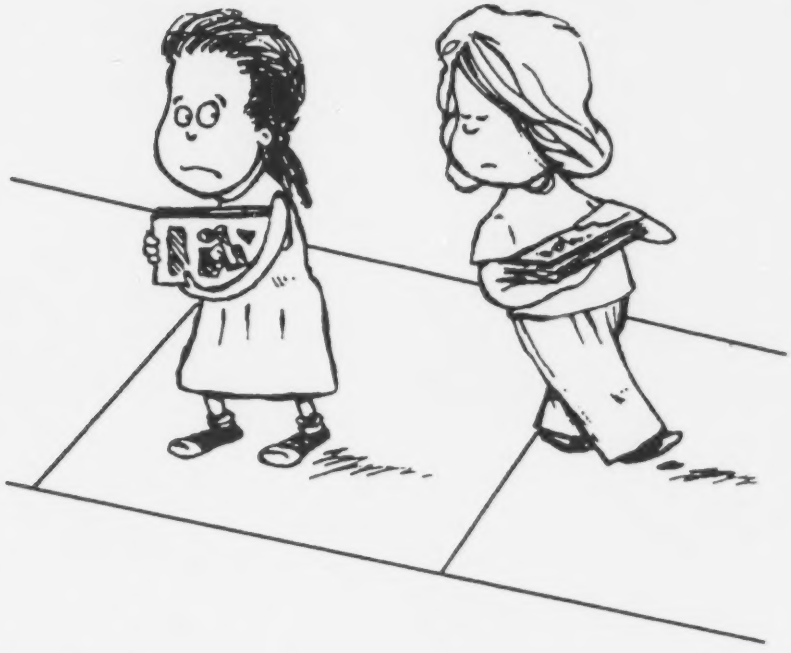
Things to do *before* reading the story

Talk about times when you have sent messages or letters to other people. Think about how you felt when someone replied to a message from you. See if your message-sending was anything like the little girl's card-sending experience in the story.

On Balloon Day, Cherry and her friend Josie Banks ran all the way to school. This was the day when the boys and girls who went to Edwards Elementary School sent hundreds of balloons winging into the sky. Attached to every balloon was a little card.

Cherry had filled out her card yesterday at school. "My name is Cherry Williams," she had written. "I live at 9 Billings Street in Edwards, Massachusetts. If you find my card and balloon, please mail the card back to me." Cherry's card also explained that she and her classmates learned to read maps and studied air and wind currents by charting the course the balloons took. The balloon that flew the farthest earned a prize for its owner.

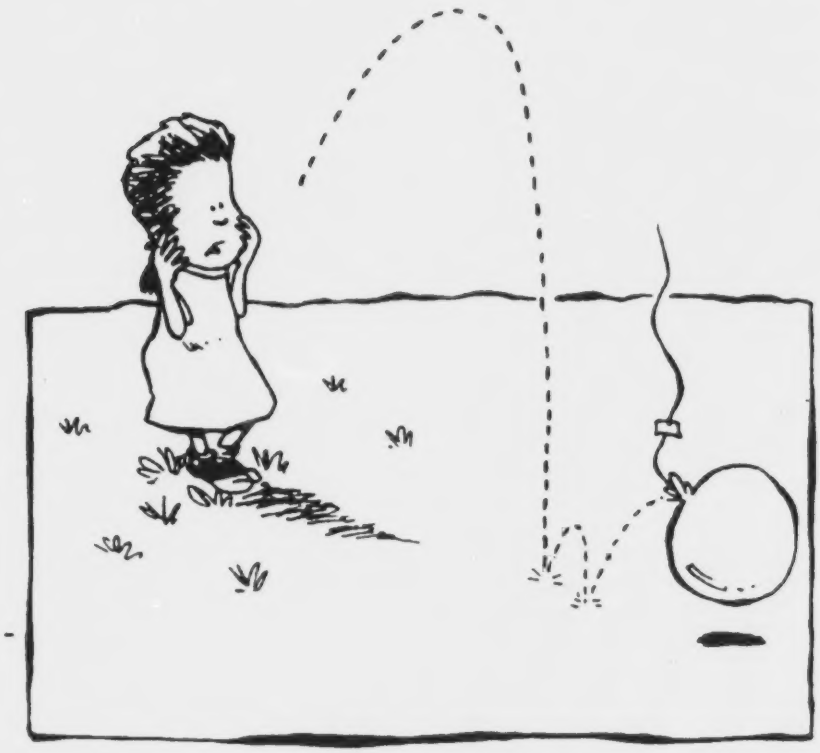
This year, the prize was a transistor radio. "I hope I win," Josie panted as they raced around a corner. "Maybe my balloon will go as far as Canada!"



"I hope mine goes that far, too . . ." Cherry stopped short as she nearly collided with the girl who lived in the red house next to Edwards Elementary. Nobody knew the girl's name because she never spoke or waved or acted the least bit friendly . . . and because she didn't go to Edwards Elementary, but to a private school in Boston. Today she just gave Cherry a long, cold stare when Cherry said she was sorry. Boy, is she ever stuck-up, Cherry thought. She could at least have nodded her head or something.

But Cherry soon forgot about everything but balloons. They were everywhere . . . red ones, blue ones, green, pink, and yellow ones. Cherry could hardly wait until after lunch when she could finally take her balloon and go outside to the playground. There she waited impatiently while Mr. Prichards, the principal, made a speech about how much fun Balloon Day was and how much he hoped everyone would learn about map reading and air currents. "I hope your balloons will all go very far," he said. And then he shouted, "One, two, three . . . let them fly!"

Cherry let go of her balloon. Would it get to Nova Scotia maybe, or Maine? Would it go someplace really special? Suddenly she gasped. Her balloon wasn't going up with the others. Hers was falling down, down, down!



Cherry's eyes smarted with tears as she saw it disappearing behind a clump of nearby trees. Josie tried to cheer her up, but it didn't do any good. All Cherry could think about was her pretty balloon caught in some tree where only the birds and squirrels could see it. Somewhere special, Cherry thought glumly. Well, maybe a bird can use it for a nest!

Cherry couldn't wait for school to end that day, and after school she walked home alone. Her friends could talk about nothing except balloons, and she was sick and tired of hearing about balloons. She didn't want to talk about them either, and she really dreaded going home and having to explain to Mom about her balloon. Then, as she slowly walked toward her house, she saw something that made her stop right in her tracks. There was a car parked in front of her house, a car she had seen many times before. It belonged to the stuck-up girl's family.

What's she doing at my house? Cherry wondered. She hurried indoors and was even more surprised to see Mom sitting in the living room with a tall lady. The stuck-up girl was sitting next to the lady, and she was holding something in her hands. Cherry saw that it was a small, white card . . . and the remains of a balloon.

"My balloon!" Cherry gasped.

"Cherry, this is Mrs. Davies and her daughter Peggy," Mom said. "Your balloon landed on a Douglas fir in their backyard."

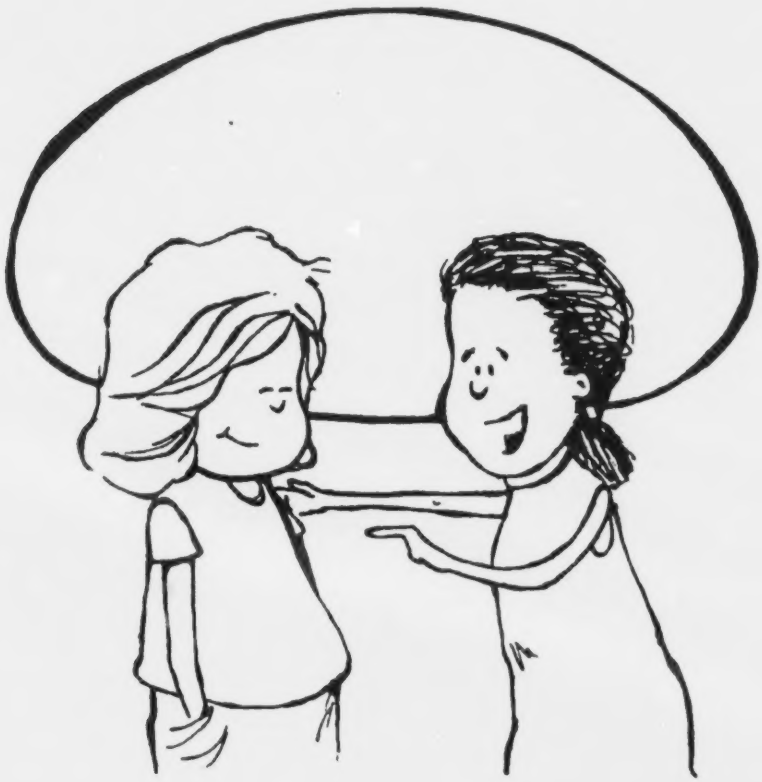
"Since we live so close-by, we brought the card instead of mailing it," Mrs. Davies added.

Cherry thanked her, though she didn't feel at all thankful. Of all the places to fall, her balloon had picked the worst. Then Cherry blinked . . . because the stuck-up girl was smiling!

"Peggy was so excited about the balloon," Mrs. Davies said. "She's been watching you children for days, you know, wanting so much to be a part of Balloon Day." She looked a little sad. "You see Peggy has to go to a special school just now. She was born with something wrong with her ears, and she can't hear very well. But we hope she will soon be able to go to Edwards Elementary." She smiled at Cherry. "If you talk slowly, she can understand what you say."

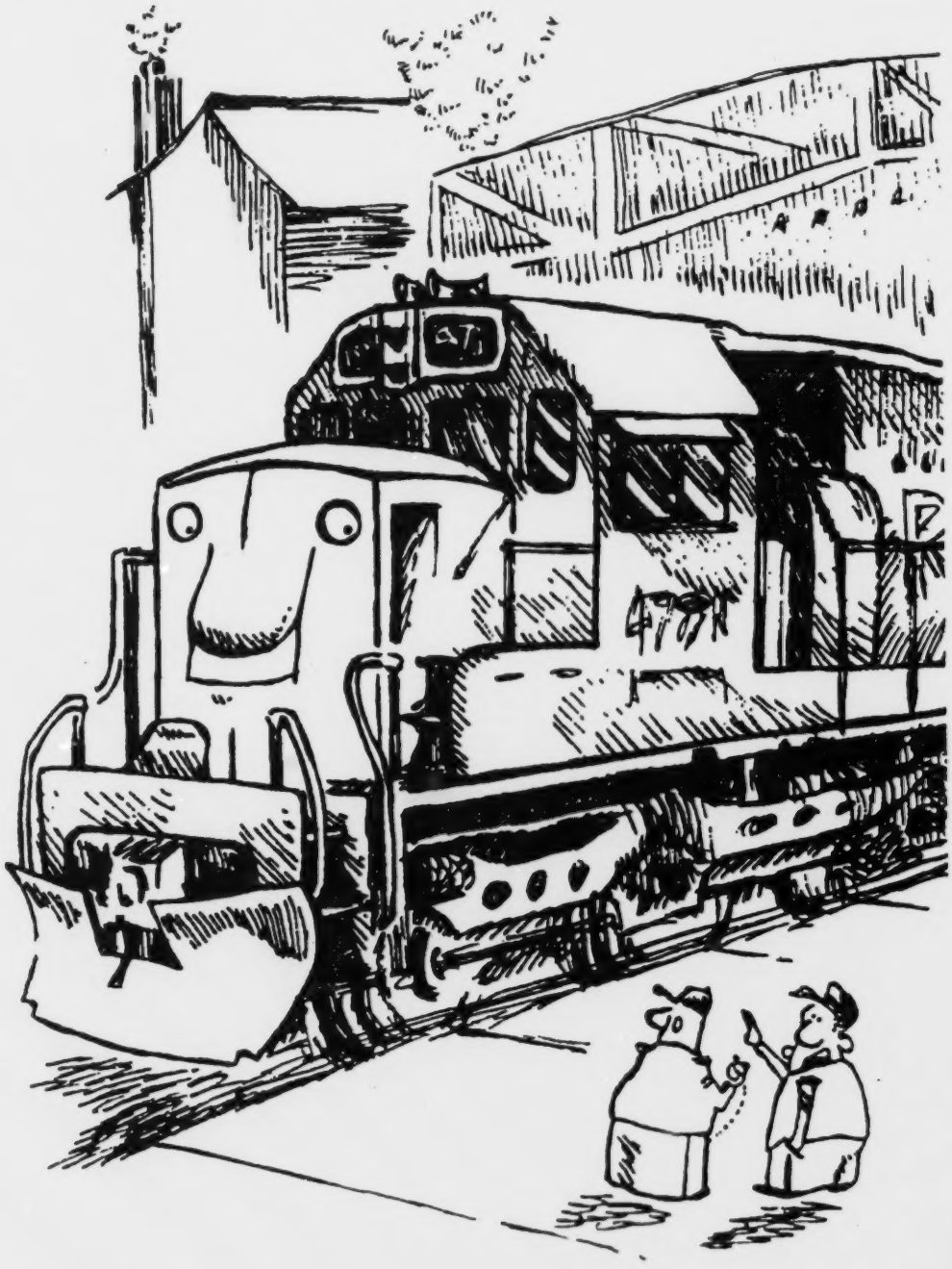
Cherry's eyes were wide with surprise and understanding. That's why she never spoke to us, she thought, watching Peggy Davies smile. We spoke too fast for her to understand. Suddenly she felt happy, and excited too . . . as excited as she'd been this morning, before Balloon Day.

"I'm glad my balloon landed in your backyard," she said, slowly so Peggy could understand. And as Peggy nodded happily, Cherry thought . . . my balloon did go someplace special. It really did!



Things to do *after* reading the story

The little girl who found Cherry's card couldn't hear very well. Talk about people you have met who have a hearing problem. How did you deal with them? Talk about ways that people who don't hear well "speak" with each other.



Tiger Paws and Old Berk

by Jerry Elya

Things to do *before* reading the story

Look around your house for different items or objects, such as furniture, toys, or dishes, and give them names based on the way they look. How did you come up with each name?

One day, a brand new train engine arrived at the railroad yards. He was big and tall, with a growly growl for a voice.

"I've never seen such a big engine!" said one engineer.

"I'll bet he can pull a hundred box cars, all by himself!" said another.

"Look at how big his wheels are!" said a third.

"They're so big they stick out in front and back, just like the paws of a tiger! And he has a tiger's growl too!"

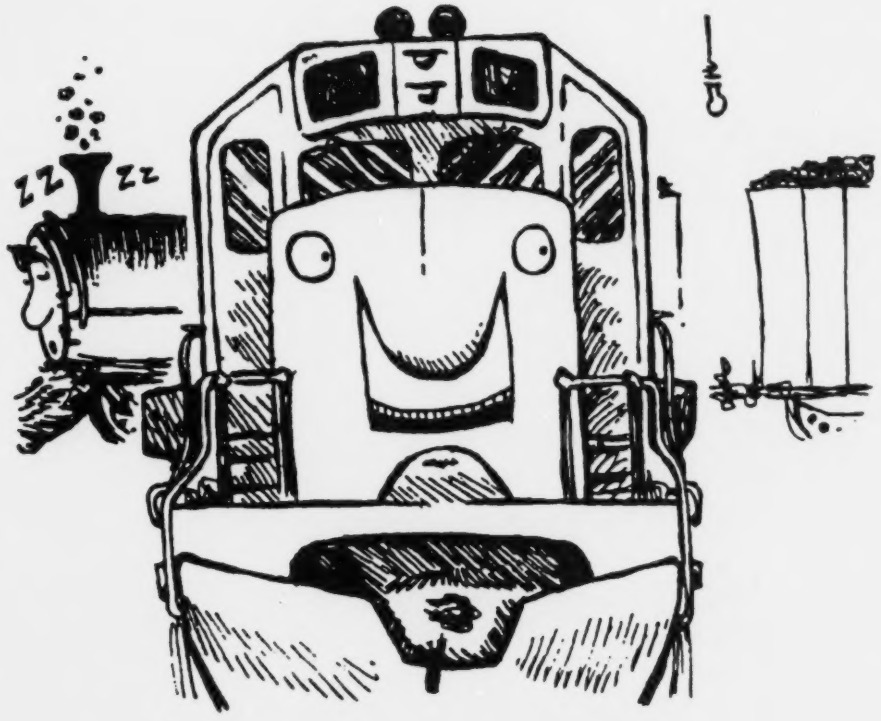
And that's how Tiger Paws got his name.

Tiger Paws loved his job pulling trains. Because he was the biggest engine, he pulled the biggest trains.

Some days Tiger Paws got to pull trains full of shiny new cars from the factory to the car dealers in the city.

Other days he would pull long trains of a hundred coal cars from the mine to the electric power plant.

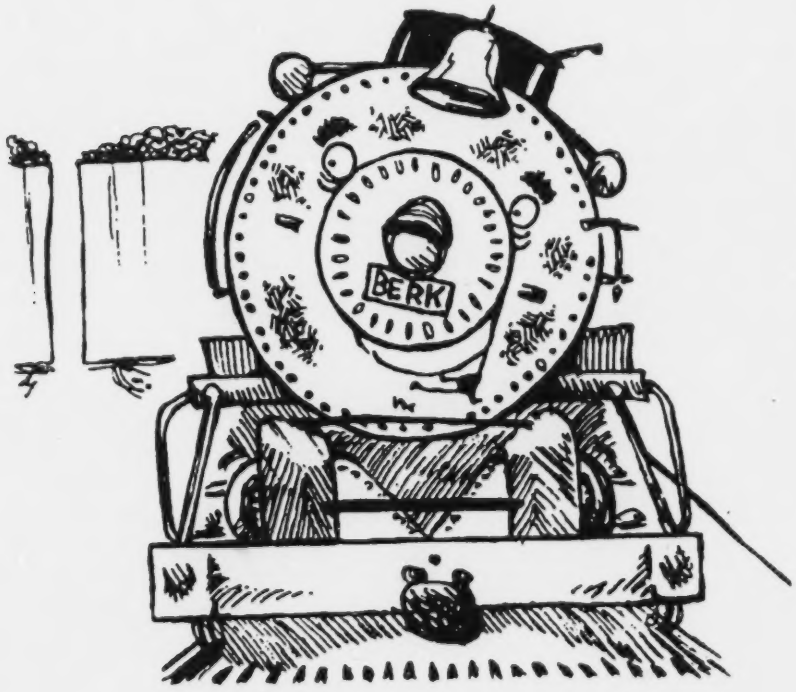
Tiger Paws even got the hardest job of all: pushing heavy trains that were too big and had gotten stuck in the long, dark tunnels that went under the mountains. His growly growl would shake the insides of the mountain, and the stranded train would be free! He never had to try twice. "Tiger Paws can do anything!" the engineers all said.

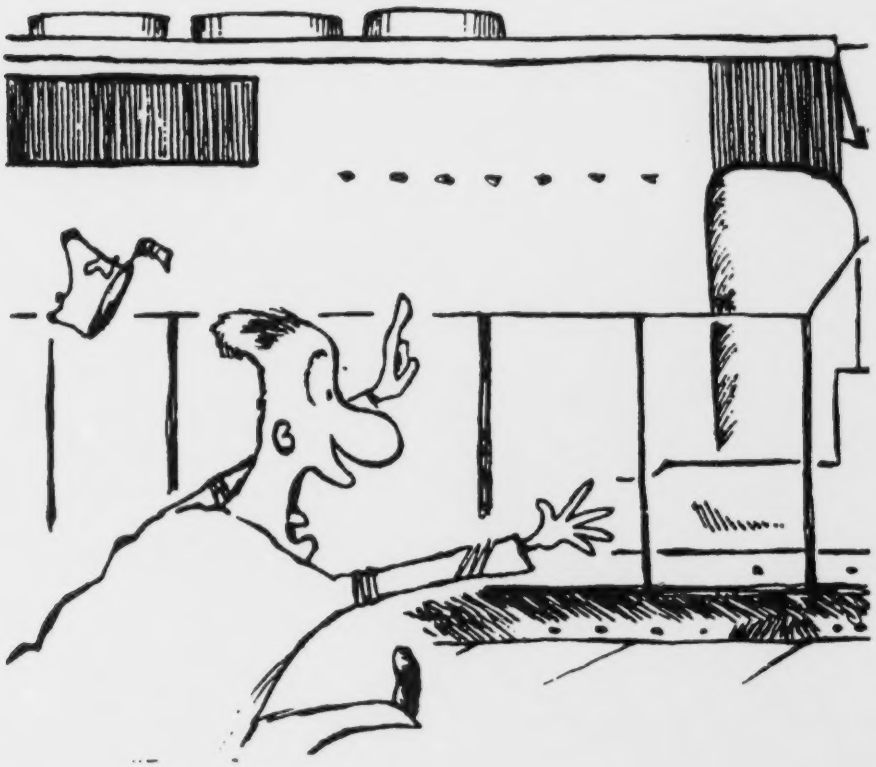


But there was one job that Tiger Paws was never given. He was never asked to pull the fast passenger train called the Twilight Limited. It was always pulled by Speedboy, a shiny, silver engine with red, white, and blue stripes, who could race the wind.

"Tiger Paws, you're the biggest engine we've got," explained the dispatcher, "but you're much too slow for the Twilight Limited. That's Speedboy's job."

At night, Tiger Paws would stay in the engine house with the other engines. His best friend was Old Berk, an old steam engine who wasn't used anymore. Old Berk just sat in a corner, forgotten by everyone except Tiger Paws, who loved to hear Old Berk tell stories of long ago.

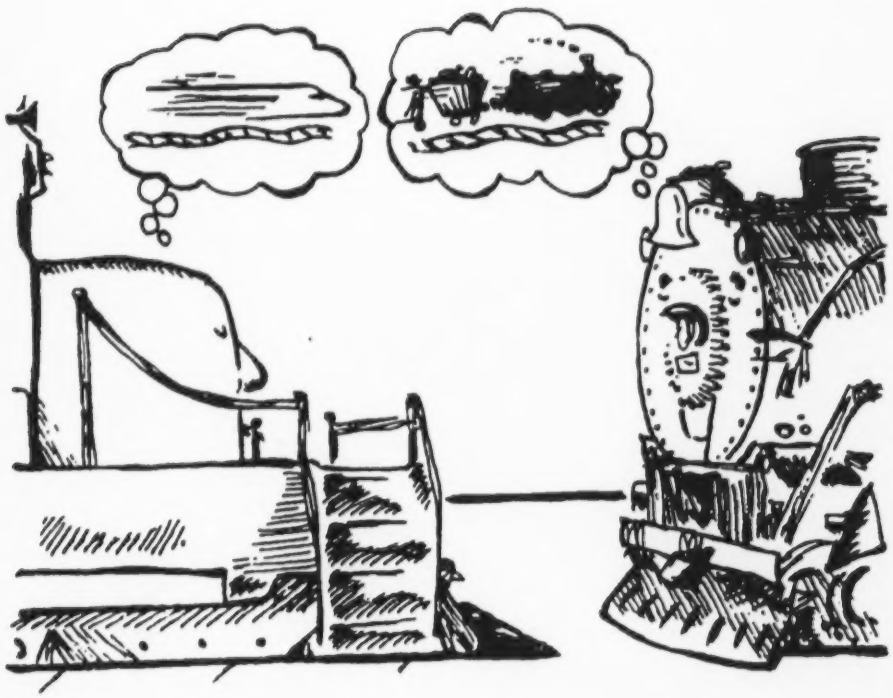




"I used to pull the best trains ever!" Old Berk would say. "I pulled trains full of school children to Summer Camp. I took movie stars from Hollywood to New York. Why, I once got to pull a special train for the President of the United States!"

After an evening of telling each other stories, the two engines would fall asleep, and both would dream their dreams. Tiger Paws dreamed of the Twilight Limited, and Old Berk dreamed of long ago.

One night, the dispatcher ran into the engine house, shouting "Get Tiger Paws ready! Speed-boy broke down with the Twilight Limited fifty miles away, and three hundred people are stuck on that train!"



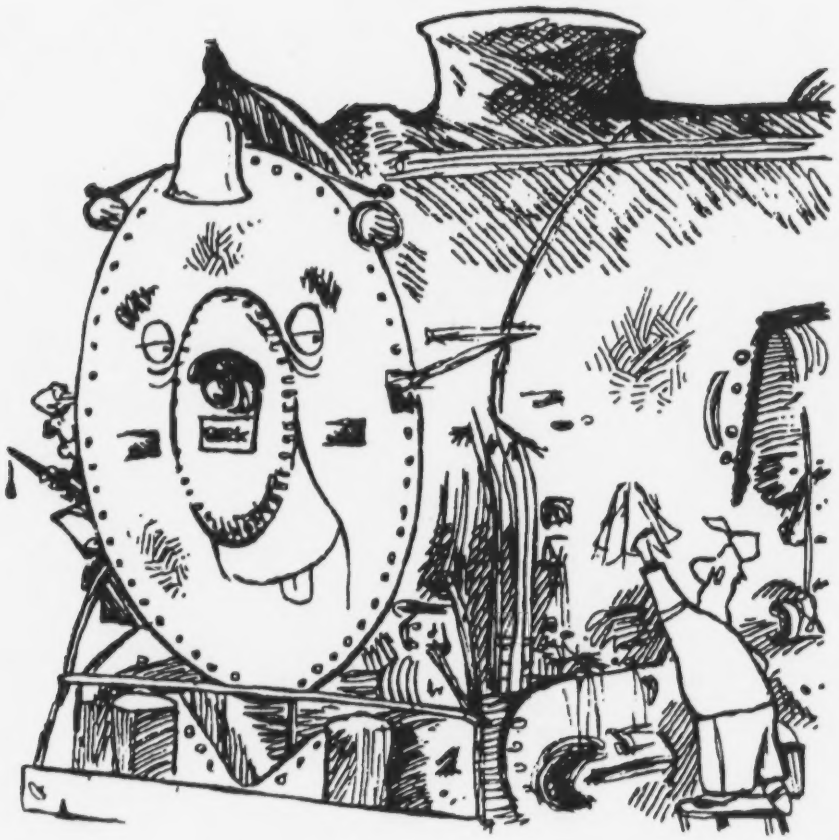
Tiger Paws' heart leaped for joy, but then he remembered his friend Old Berk. "What will I do?" he muttered. "I'm not fast enough to pull any passenger train. Old Berk should do this, not me."

Tiger Paws knew what he had to do.

"This engine won't start," called out a mechanic.

"Why won't it?" asked the dispatcher angrily.

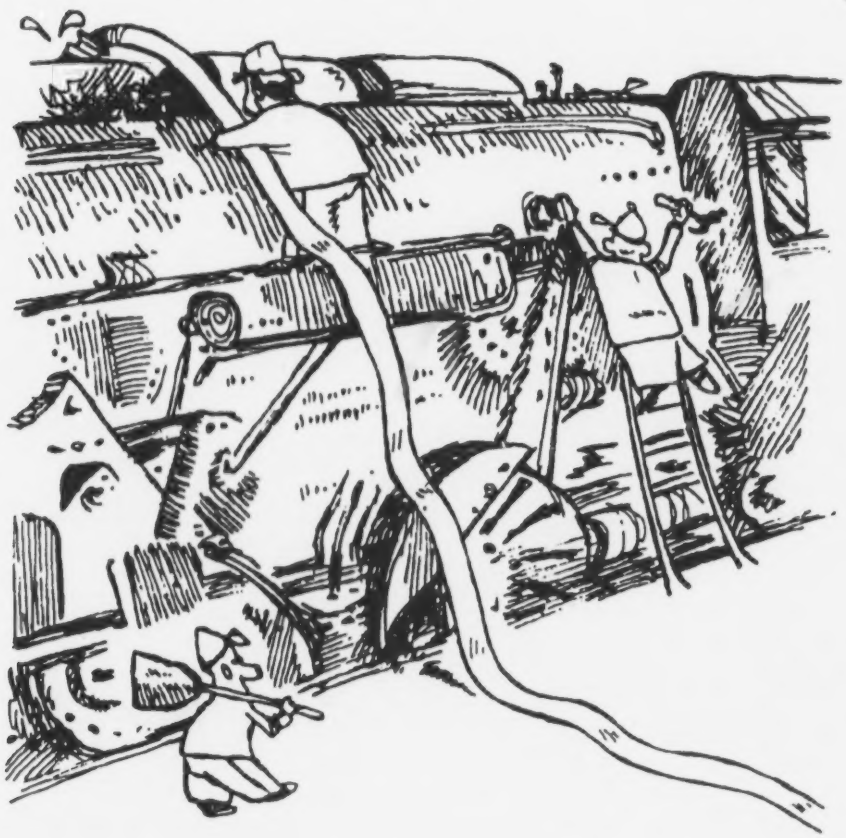
"I don't know. Tiger Paws was tested this morning and worked fine. He has plenty of fuel and a good battery. He just won't start," said another mechanic.



"Why don't we use that old steam engine?" someone asked.

"That piece of junk hasn't moved in thirty years!" shouted the dispatcher. "Find me an engine that works!"

"I was working here way back when that old engine was put here. It worked fine back then. It should still work now," suggested the oldest mechanic. "We're wasting time and we need to get busy."



Workers raced to get Old Berk ready. Coal was taken from a coal car and put in his huge coal tender. Thousands of gallons of water were poured into his tank. A great fire was started in his boiler, and it soon glowed as bright as the sun. With a clank, a squeak, and a squeal, Old Berk started to move!

"Go as fast as you can!" growled Tiger Paws happily. Berk rolled out of the engine house and, with steam and smoke and the sound of his whistle following him, he raced to where the Twilight Limited sat, unable to move.

"Here I am!" Berk called out to Speedboy. "I'll get you and your passengers to Chicago on time, I promise." Berk coupled to the train and began to pull. The Twilight Limited began to move!

Tug! Chug! Tug! Chug!

"Faster!" called out Speedboy.

Ten!

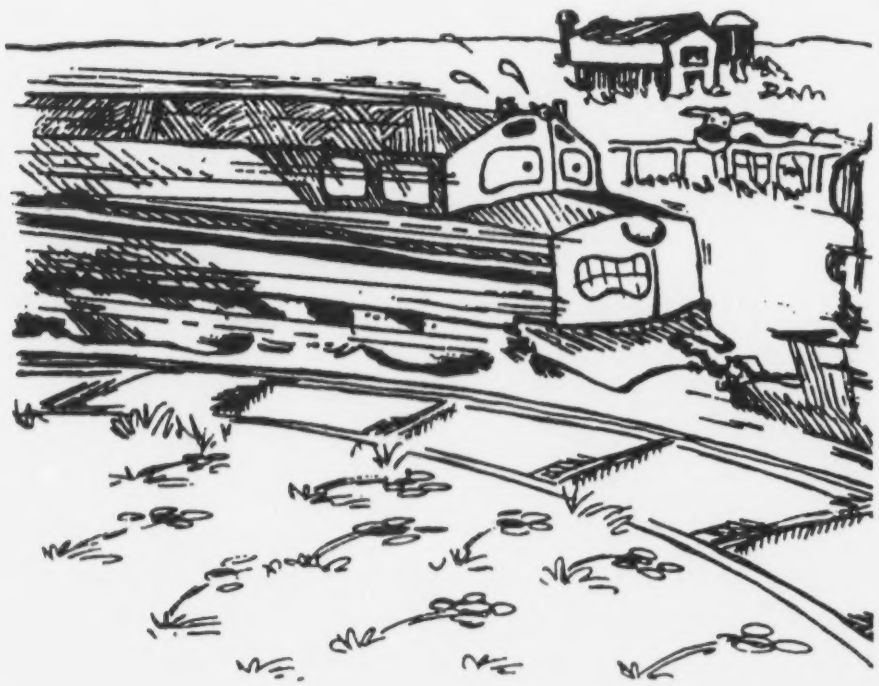
Twenty!

Thirty!

Forty!

Fifty!

Sixty miles an hour! A mile a minute! Speedboy and the rest of the train held on for dear life, and Old Berk was still going faster!



Seventy!

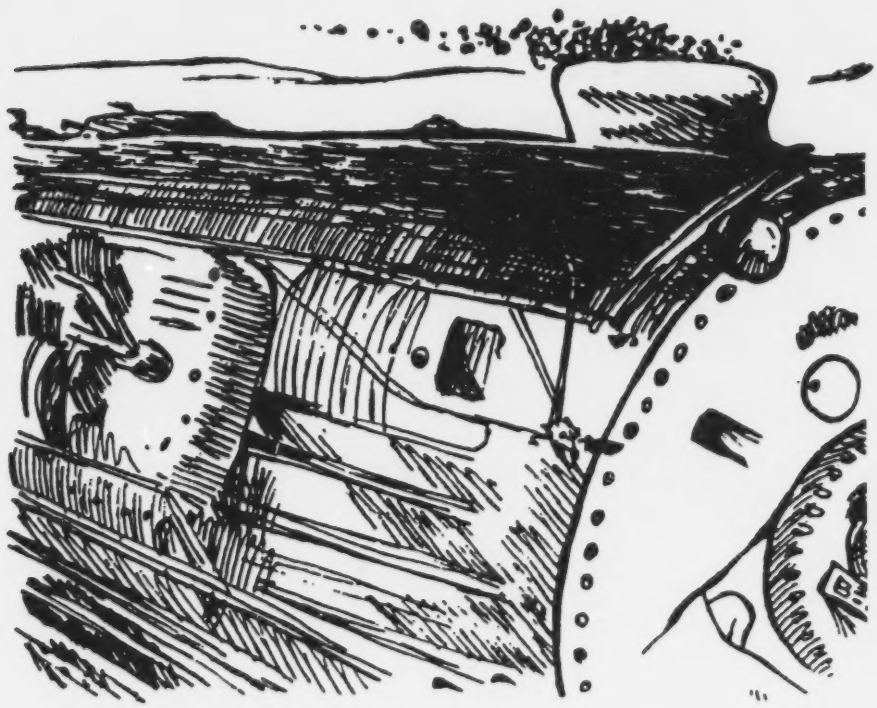
Eighty!

Ninety!

One hundred!

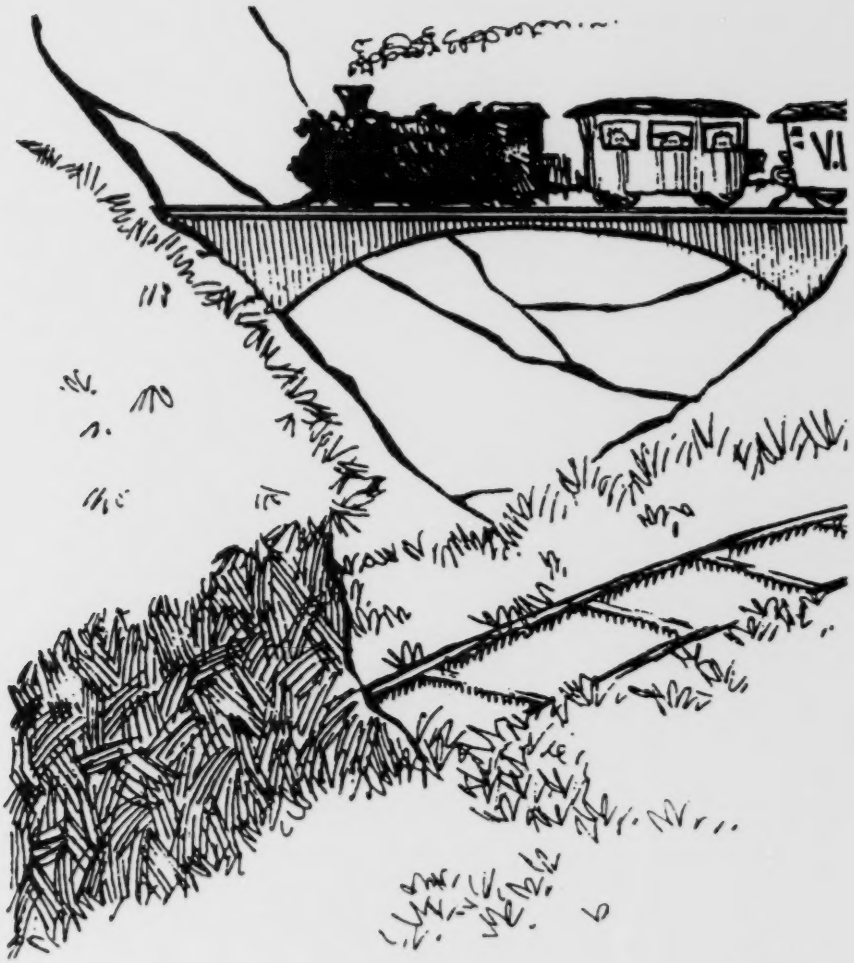
"Berk, you're going faster than I ever have!" called out Speedboy, who was a little bit scared. Berk whistled a laugh in reply and went even faster.

Houses and farms whizzed by in a blur. Porch lights and car headlights flashed. Soon, the big skyscrapers and factories of Chicago appeared. Old Berk slowed down. He took the Twilight Limited underground and into Union Station. He was even early!



Nowadays, Old Berk still sits in the engine house, but during the summer, he gets to pull trains full of children to Summer Camp and make special trips with important people. Speedboy was fixed, good as new, and he pulls the Twilight Limited every night. Tiger Paws still growls his growly growl and pulls huge trains through the mountain tunnels, or pulls his long trains full of shiny, new cars.

And at night, Tiger Paws sits in the engine house and, every once in awhile, tells his favorite story—how he gave away his dream to help his best friend.



Things to do *after* reading the story

Tiger Paws made himself not work when the engineers wanted to use him for an emergency. He did this because he wanted to make his friend Old Berk feel more useful. Together, talk about ways in which you could make some of your friends feel more useful.

My Sister, The Snake, and I

by Yolanda Ferguson Stein

Things to do *before* reading the story

Some people really don't like snakes. Do you like snakes? Talk about why or why not.

To begin with, my name is Cynthia Ann, and—of course—they call me Cindy. I am eleven years old and have had this sister Emily all my life. She is four years older than I am, but she's real silly. She is afraid of all sorts of interesting things like spiders, white mice, frogs, and snakes—especially snakes. I think they are really great.

One day last summer, when I was visiting at my aunt and uncle's farm, I found a garter snake. I caught him so I could get a good close-up look at him. He was beautiful: about two feet long with pale stripes and orange dots on his body and little blue slashes on his head. His eyes were red. Not bloodshot, but red. So I named him Red Eye.

My uncle told me I could take him home and keep him for a pet. I said, "No, Emily hates snakes. She's afraid of them."

"Nonsense," said my uncle. "Why would she be afraid of a little garter snake? It won't hurt you, if you handle it properly."

"Oh, Emily wouldn't touch Red Eye, but she'd scream and complain and carry on—" I said. Then I remembered the time she had refused to lend me money for Dad's birthday present, and the time she had reported me for using her hairbrush to brush the dog. "On second thought," I said, "she might learn a lot from Red Eye, once she gets used to him."

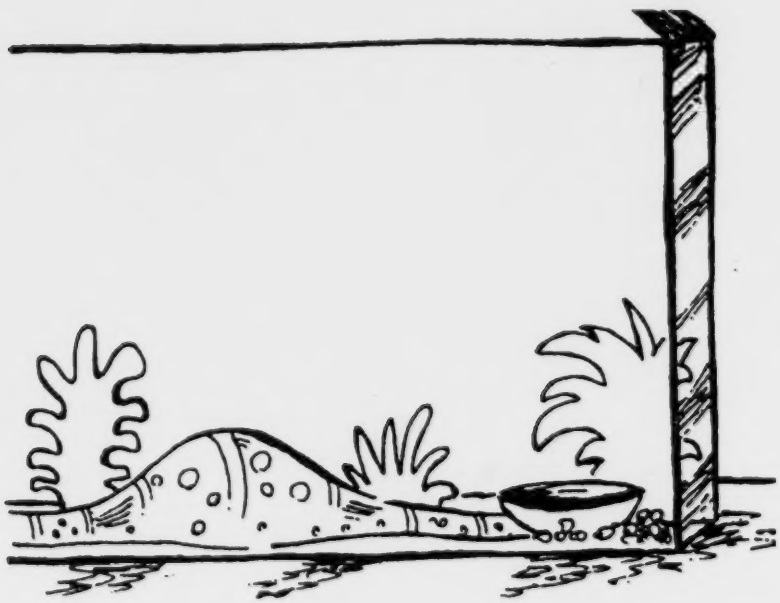
So my aunt gave me an empty coffee can, and I poked little holes in the plastic lid (little ones because my uncle told me that snakes are escape artists and can get out of just about anything). Then I took him home.

When my mother saw Red Eye, she shook her head. But she helped me find my old fish tank in the garage. It was just the thing for a snake.

Of course, Emily didn't like Red Eye. I knew she wouldn't. She was definitely hostile toward him.

But I came to love him. I know it may sound funny, but whenever I came around his tank, Red Eye would rise up and stick out his long tongue at me, as if to say hello. It's hard to explain. You would have to have a snake for a while to know what I'm talking about.

It was fascinating to watch him eat. When I put a piece of raw fish in his tank, he would open his mouth very wide and swallow it whole. Then for a day or two you could see a large lump in his body that kept getting smaller and smaller as it went farther and farther down.

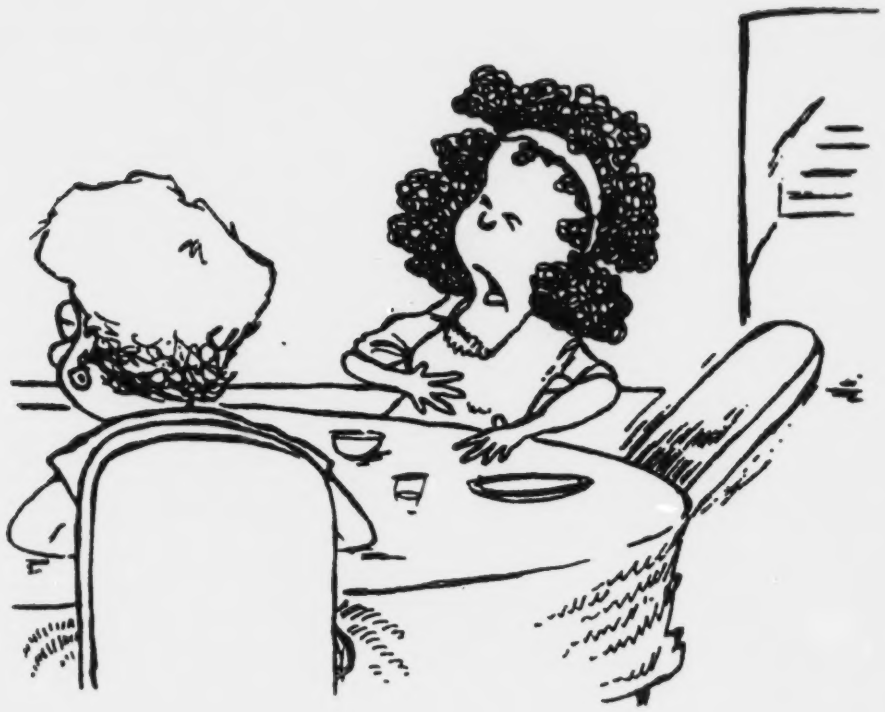


Before I got Red Eye, my sister and I didn't get along too well. After I got Red Eye, it was open warfare.

I was never allowed to tell about Red Eye's eating habits at dinner time. Emily said it made her sick. And once, when I brought the skin he had shed to the table, she got hysterical.

"It's bad enough she has to have a snake for a pet," she screamed, "but do you have to let her bring the slimy skin to the table? I hate snakes! Hate them. Hate them." And she stormed out of the room.

"Snakes are not slimy," I yelled after her. Having read the Pet Library book on "Enjoy Your Snakes," I was fast becoming an authority.



I kept Red Eye in the family room, and everybody enjoyed looking at him—except Emily. She wouldn't go near him; she probably thought he would jump out of the tank and bite her.

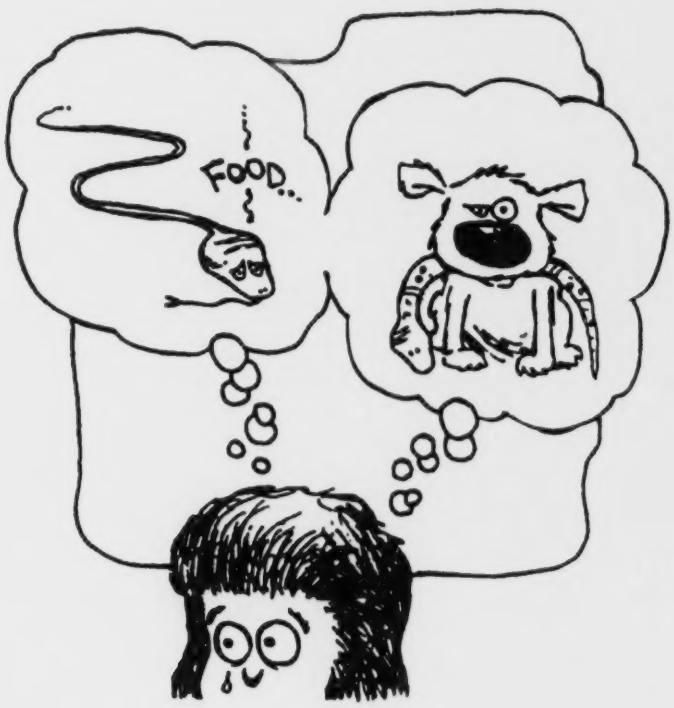
Then one day a terrible thing happened. I went into the family room after school, as usual, to say hello to Red Eye. But he didn't rise up to greet me. Right away I noticed that the top of his tank was slightly ajar. I thought he might have slid down under the gravel at the bottom of the tank, but I stirred it around and saw nothing. Red Eye was gone.

"Mother," I screamed at the top of my voice. "Mother!"

Mother came running into the room. "What is it, for heaven's sake? What's the matter? Are you all right?"

"Somebody left the lid off Red Eye's tank, and he's gone."

"Oh, is that all?" Mother sank down into the nearest chair. "You gave me a terrible scare."



"Is that all? Is that all? At this very moment Red Eye is wandering around somewhere. He could starve to death, or a dog could get him or he could crawl into the heating ducts and die." I started to cry.

"Oh, come now, Cindy. It isn't all that bad. We'll find him; he's probably in this room somewhere."

I cried anyway. At that moment Emily came into the room. "What's the matter?" she asked.

"You know what's the matter," I yelled at her. "You finally managed to get rid of Red Eye. I hope you're satisfied. I think you're a very mean person, and I hope Red Eye crawls into your bed tonight and bites you."

"I didn't do anything," Emily said. "I just got home."

I was not going to believe her.

"All right, girls," Mother said, getting up out of her chair. "We'll all look for Red Eye. I do not relish the idea of a snake slithering around this house when we're asleep."

"I'm not looking for any snake," Emily said with feeling.

I cried harder.

Emily looked at me in surprise. "You really like that snake, don't you?"

"Of course," I sobbed. "What did you think?"

"I thought you were keeping him just to be mean—just because you know I think snakes are hideous."

I started to look for Red Eye. I did not ever want to talk to Emily again.

Emily watched Mother and me for a while, and then she sighed. "Well, if he means that much to you, I guess I'll help."

It was a large room with lots of nooks and crannies, and we looked for hours, moving furniture and rugs. I even went through all the drawers in the writing desk. No Red Eye.

Finally Mother said she had to do something about dinner, and Emily and I decided—without saying anything—that it was hopeless. I sat back on my heels and began to cry again. Emily came over and put her arm around my shoulders. "I'm sorry, Cindy. I'm really sorry. We'll look again after dinner. Maybe Dad will be able to find Red Eye when he gets home. You can't give up yet."

This was the first time in my whole life I could remember Emily touching me, except to hit me, and it made me feel sad to think that she was really not a bad person, and that I had never known it. It made me sad that we couldn't find Red Eye, and it made me even sadder that Dad couldn't help either. He could never find anything, not even his socks in his own drawer.

I sniffled all through dinner.

Mother, Dad, and I were watching television later that night, when suddenly we heard the most terrible screams coming from the bathroom. We all went running in the direction of the noise, and here came Emily, running toward us, holding a bunched-up towel out in front of her. Even when she saw us, she didn't stop screaming, but she dropped the towel, and out slid old Red Eye.

It took a while, but we finally got Emily calmed down enough to tell us what had happened. It seemed she had opened the closet door in the bathroom, and there was Red Eye, nestled down among the towels. When he saw her, he started to move, and she knew that if she didn't grab him up in the towel, he would get away.

After I got my snake back into his tank, safe and sound, I said to Emily, "Thanks for getting Red Eye for me."

She shuddered. I knew it had been hard for her to touch him, and I knew she had only done it for me. But I didn't tell her that; I just gave her a hug.

When spring comes around, I'm going to put Red Eye in a coffee can. I am going to put on a plastic lid with small holes punched in it. And I am going to take him back to my aunt and uncle's farm and set him free. He will be safe and happy there, and he will never have to try to escape again.

It's the least I can do for him—and for Emily.

Things to do *after* reading the story

What effect did the snake have on Emily and Cindy's relationship as sisters? How do you think the story would have ended if the snake had not been found? Together, write a different ending in which the snake isn't found.

We hope you have had fun with these stories!

Part II
Guidelines for Parents

Using the Library

As you may know, some adults use the public library a lot, and some don't use it at all. That fact may not worry you, but there is a hidden message about adult library users that is valuable for parents to know. Our reading and library habits as adults seem to grow out of the experiences we had as children. That's right, regular reading and regular use of the library by adults stems from early use of the library as children. Recent studies of adult reading habits remind us of the powerful influence early reading experiences have on us.

The Indianapolis Public Library found some low-achieving students reading books all summer, contrary to expectations. Why did these poor readers keep reading at the library? Two major reasons: 1) the library offered prizes (food coupons and movie passes) to children who read a certain

number of books, and 2) most importantly, the parents of these low-achieving readers insisted that they participate in the library's summer reading program.

This study of a summer library program shows that if parents encourage their children to read, the children are likely to appreciate the value of books early on in their lives. If parents encourage their children to use the library as a resource, they are likely to view the library as an asset they can draw upon. For information, see *Running Summer Library Reading Programs* by Carole D. Fiore (Neal Schuman Pub., NYC 1998).

Libraries Reach Out

Libraries are becoming more attentive to the needs of modern society. The New York City Library opened an Early Childhood Resource and Information Center for children (ages 0-7) and their caregivers. For the convenience of its users, the Center made it a priority to install a diaper–changing station.

The librarians at this library combined their own experiences and their knowledge of early literacy to implement a program just for parents and very young children. They built a space in the library that enabled parents and young children to share books together and to get help from librarians on selecting appropriate material. This same early childhood space made it possible for parents with limited English to practice their reading by using picture books with only a few words. Books with predictable phrases and sentences and books with word patterns, such as the Dr. Seuss books, were treasured by adults almost as much as they were by young children.

Librarians have a tradition of holding story hours for children, in which they read some of their favorite stories. More and more, parents are being encouraged to read stories to their children by using the nooks and corners of the Children's Department as their own story corners.

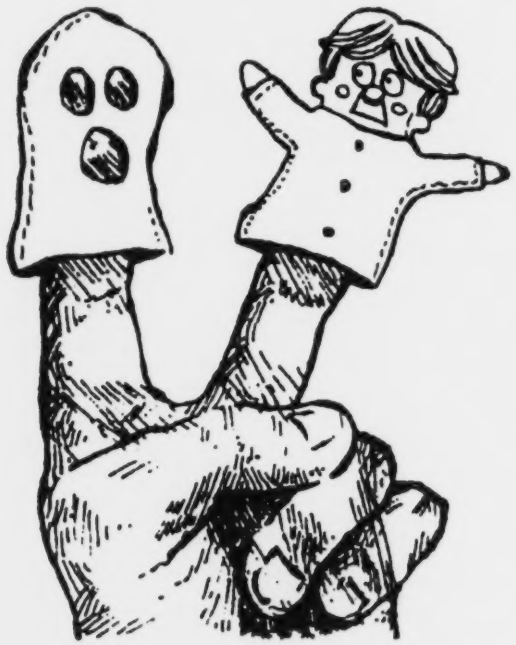
A benefit of summer library programs is that the children who use them return to school in the fall with stronger reading skills than those who did not read much during the summer. If your library offers rewards to children for reading books, accept them graciously. Even though you may think children should read books just for the joy of reading, your goal is to encourage them to read regularly. If rewards do that, let them roll. Once children begin to read regularly, they have a much better chance of becoming the habitual readers who succeed in school and in the jobs of the future.

Library Services for Preschoolers

In case you are wondering what the library offers besides stacks of books, the following are a few examples of services you can find for preschoolers.

Many libraries have records and games that show you how to stimulate your child's language development through songs, games, and activities. The Children's Department will have lists of books on child rearing and parenting, as well as information about programs the library organizes in these areas.

Special demonstrations are offered to help parents learn how to use finger-plays, songs, rhymes, and other activities that stimulate language development, vocabulary, and concepts that are helpful in school.



Children can often engage in activities such as listening to stories, watching films, doing arts and crafts work, and watching puppet shows, while their parents are using the library.

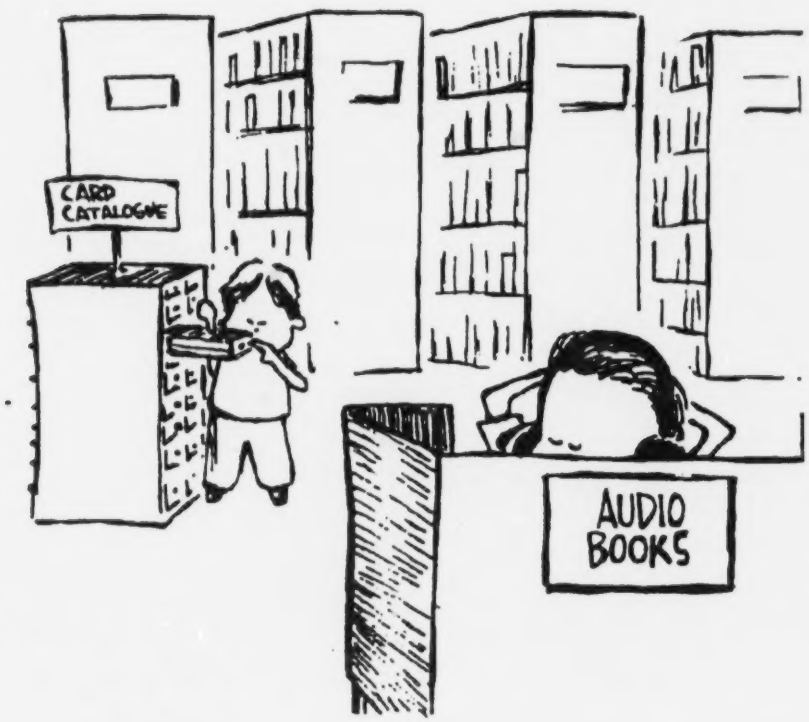
Be sure to take advantage of all the benefits the library offers you as a parent of young children. As we have already mentioned, the long-term benefits for your child are immeasurable.

Library Services for School-age Children

Once your children are in school, the library becomes even more important. The public and school libraries then become extensions of the classroom. Although there are activities that encourage children to write and to participate in creative drama at the library, it is the information resources of the library that give children the power to learn beyond the limits of classroom activities.

Good teachers regularly challenge their students to use the library and other resources to expand classroom learning. Some expanded learning might be called recreational reading—reading for fun—but other learning involves children in finding topics that interest them and becoming experts in those subjects.

Computers and information programs are frequently available at libraries. They give children an opportunity to search for answers to their questions and solve problems by gathering information that will make them informed decision-makers.



Gifted and talented youngsters can enjoy the benefits of the library by joining discussion groups or by using the library as a warehouse of information to explore the ideas that are interesting to them. Children with physical or mental impairments may also benefit from special resources, such as books on tape and Braille print books, magazines, and talking computers that are ususally available free of charge.

Many libraries have tutors available or homework "helplines" students can use to ask questions about their assignments. It is also common for libraries to house the local adult literacy program. So if people need help with their literacy skills, this is probably the first place to go.

Parents' Resolutions

As you think about using the library to help your children become better readers and more effective students, it might be a good idea to rehearse in your mind the kinds of statements you want to make about yourself as a way of being a model for your children. You may even want to print some of these statements on 3" x 5" cards as reminders of what you can do to help your children. Try some of the following statements to see if they represent your way of thinking:

- I have a library card and I get one for each of my children.
- I take my children to the library regularly.
- I make each trip to the library an exciting discovery.

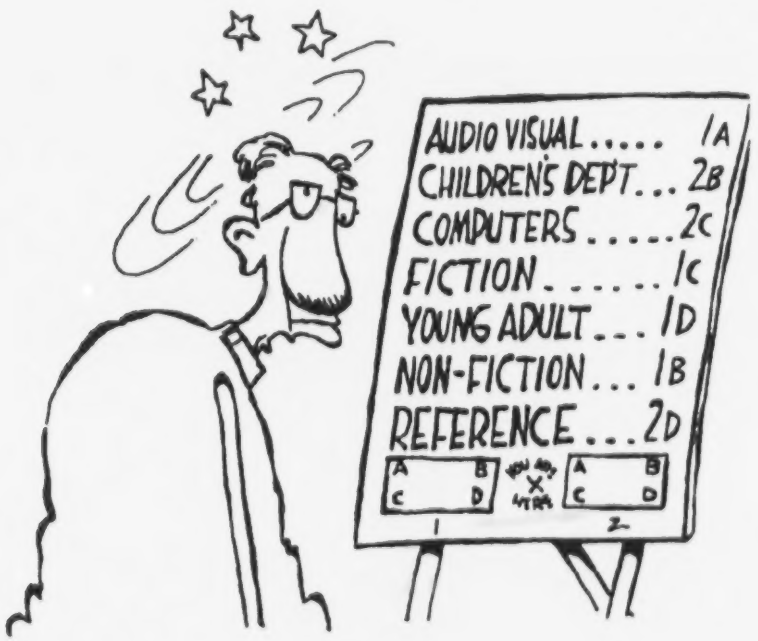
- I make a special effort to read with my children.
- I help my children find books they can bring home.
- I respect the choices of books my children make.
- While my children are exploring the library, I spend time searching for books that fit my own needs.
- I am a model for my children.

When parents, teachers, and librarians work together, the literacy skills of children are bound to improve, and everyone will end up a winner.

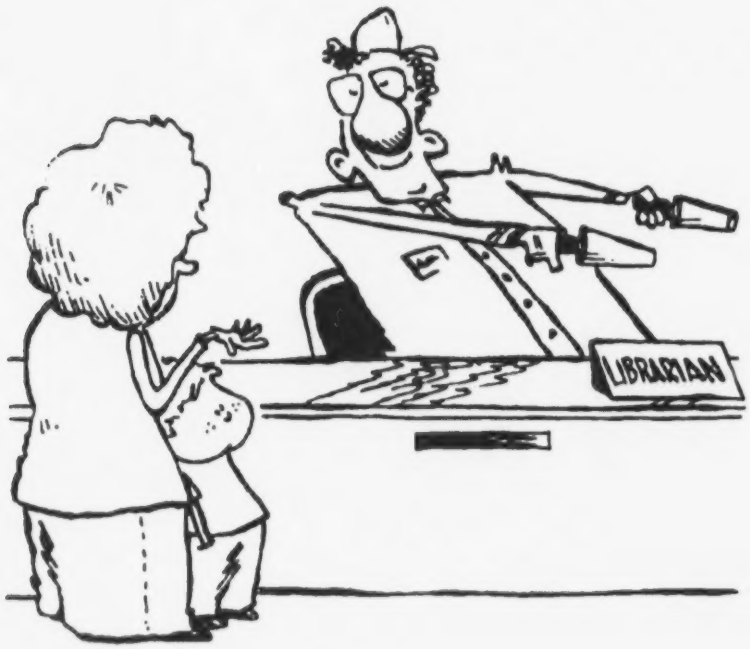
Questions about the Library

If parents have not used a library frequently, it sometimes seems confusing. We would like to answer a few questions you might have concerning a library. These answers could make your next library trip more productive and enjoyable.

I don't feel confident taking my child to the library. What do I need to know or understand about helping my child use the library?



There is no need to be intimidated by the library. Once you are inside, you will see that many people are just browsing or reading. You can feel comfortable looking around until you locate the information desk or librarian. Librarians will be happy to direct you to the children's department or to a source that will help you locate the books you want.



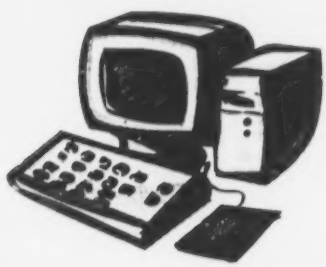
A library keeps a record of all its materials. You can locate materials in a library by using a card catalog or a computer. These records are arranged in alphabetical order by author, title, or subject.

If you are looking for a book by title, and it begins with the word "A" or "The," move to the next word in the title. For example, *A Tree Grows in Brooklyn* would be filed under "T." Be sure to have a slip of paper and a pencil with you. When you locate the book you need, write down the **CALL NUMBER** that appears on the top left-hand corner of the record, the title of the book, and the author. Notice the example provided below.

j — CALL NUMBER
808.81
C 641
E-Z

AUTHOR — TITLE — ILLUSTRATOR

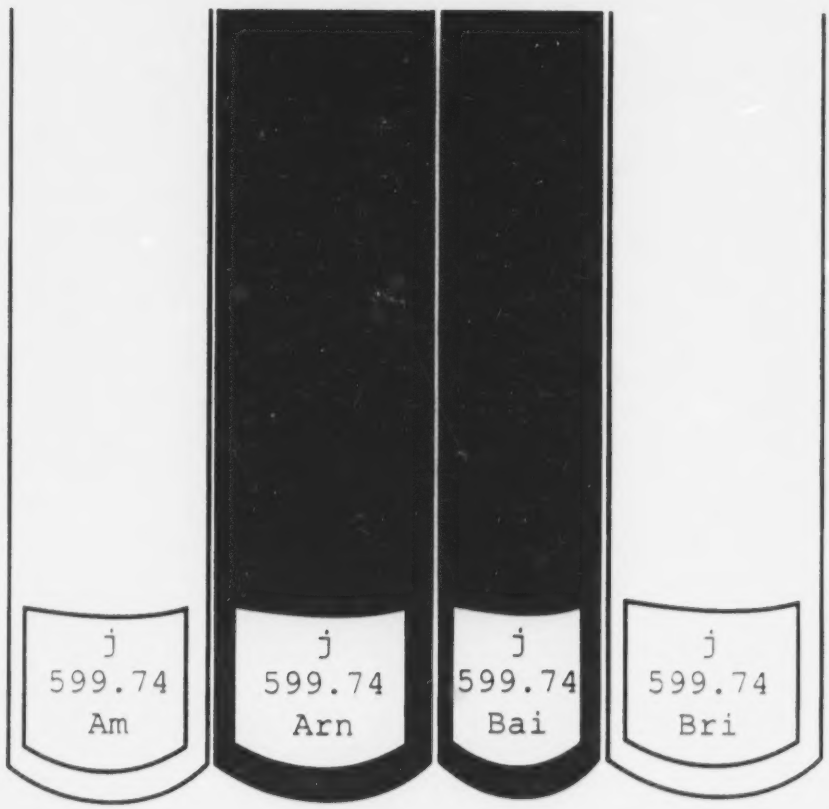
Clithero, Sally, / comp
Beginning-to-read poetry, selected from
original sources; illus by Erick Blegvad.
COPYRIGHT DATE — Follett [c1967]
NAME OF PUBLISHER — 30 p. col illus
NUMBER OF PAGES
25 short rhyming verses on a variety of
subjects with illustrations.
SUMMARY
1 childrens poetry 2 poetry collection
SUBJECT HEADINGS



Most libraries have their records on computers. If your library has such a system, ask your librarian to show you how to use the computer to retrieve the information for which you are searching.

Practice using the information you have learned. Make a trip to your library just to learn more about it. Pick a topic that interests you and your child, and see what books you can find on this topic. Not only are you learning more about the library, but by including your child in this search process, you are helping him or her learn how to use the library.

Once you and your child have found the information you want from the card catalog or computer, you should look for the book on the shelf. Typically, books are arranged in two ways. **FICTION** books are arranged alphabetically by the first letter of the author's last name. A book by Sidney Sheldon, for instance, will be on the "S" shelf. **NONFICTION** books are arranged by the call number. Remember, the call number for the book is written in the upper left-hand corner of the record. This same number can be found on the outside of the book, so it can be located on the shelf. We have provided another example below to help you remember how different books are arranged in the library. You may find this picture helpful the next time you visit the library.



Another section of the library you should become familiar with is the reference area. Knowing how to find and use materials in this section will be helpful when your child is working on reports and term papers. The reference section of the library includes encyclopedias, atlases, government documents, and other types of information books. Reference books and documents in this section may not be checked out from the library.

There is more to your library than just books! Many libraries have newspapers, magazines, videos, tapes, records, computer software, and much more. The library is a living encyclopedia of useful information and materials, from both the past and present. Plan to use it for more than just fiction books. And remember, don't be afraid to ask for help when using the library. If you ask your librarian for help the first few times, you will soon find that the library is very easy to use.

There are so many books in the children's section of the library. How do I know which books to choose?

Almost every children's librarian has lists of books to guide you. You may also want to look for award-winning books. There are two famous awards for children's literature made each year by the American Library Association. One is the Caldecott Medal for illustrations/ and the other is the Newberriy Medal for writing.

These awards are given to only two of the approximately 2,500 new children's books published each year. Fortunately, there are other lists of good books. For instance, *Notable Children's Books* by the American Library Association and *Books for Children* by the Library of Congress are lists of new books for preschool through junior high school-aged children. The International Reading Association (IRA) publishes annual lists of books that children, teachers, and young adults recommend for reading. There are some excellent books to guide parents in book selection, such as *The New Read-Aloud Handbook* by Jim Trelease, *Comics to Classics: A Parent's Guide to Books for Teens and Preteens* by Arthea Reed, and *Eyeopeners* by Beverly Kobrin.

Children's librarians are trained to help you locate specific books that are good for reading aloud, as well as books on a particular subject recommended for a particular age group. In addition, your library may have several journals that regularly review children's books, including *The Horn Book.* Some of the family or parent

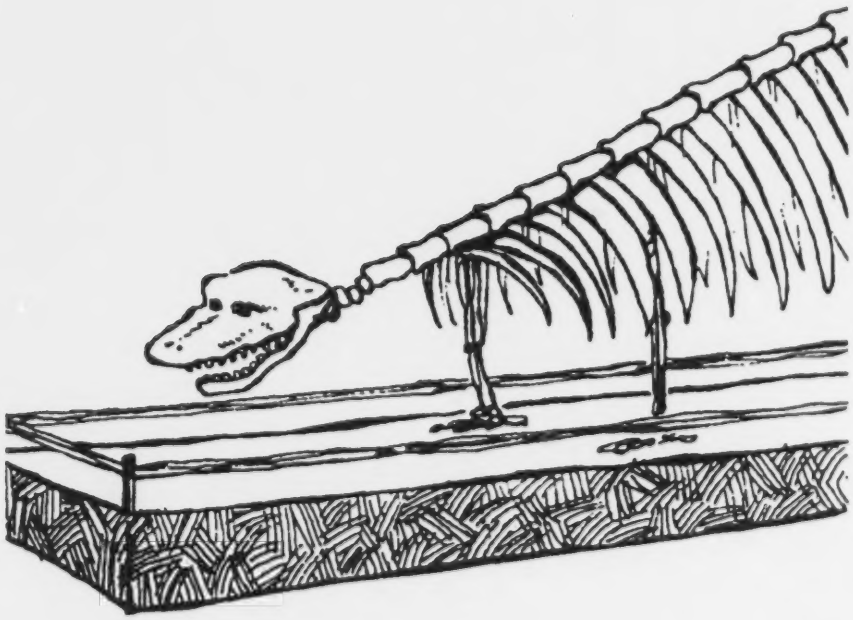
magazines at the library, or the ones you subscribe to at home, often recommend books for children. Later in this book (page 66), there are lists of books that are divided into categories: For Parents; For Parents and Children to Read Together; and, For Children to Read Alone.

How can I help my child with school assignments, such as reports and term papers?

Very often, children in school will ask their parents for help with assignments. And very often parents will find themselves gradually taking over and doing a report for their son or daughter. Obviously, such an exercise offers no long-term benefit to your child. There are, however, things you can do to help your child with library assignments:

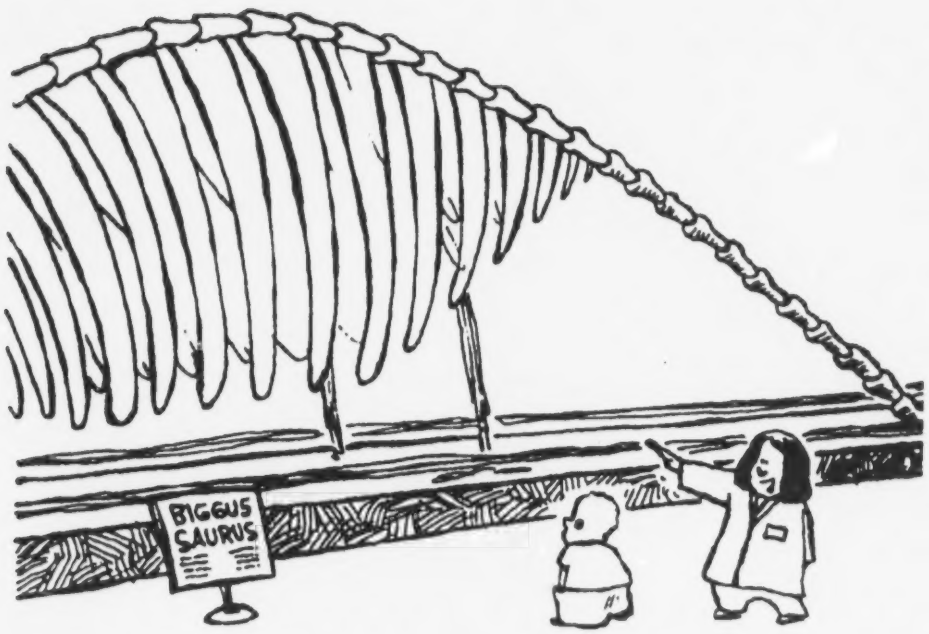
1) Ask your child questions about the assignment and encourage him to ask the teacher questions. This helps him clarify what needs to be done. Help him identify the subtopic he is researching. For example, brontosaurus is a subgroup of dinosaurs, and dinosaurs is a subtopic of extinct animals. These classifications will help identify useful references.

2) Suggest that your child look up the topic in the library and in reference books. The librarian can also direct and help you get started. Be sure your child knows how to use a table of contents and an index. Suggest that she be prepared to look through or use more than one source.



3) Help your child break assignments into logical segments, and avoid last-minute panic by setting deadlines for each step of the work. Work together on setting up a schedule that allows plenty of time to gather needed materials.

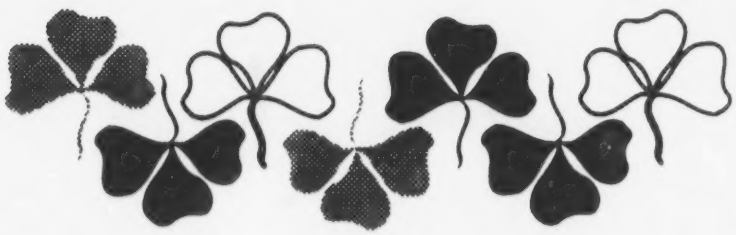
4) Help your child decide if the Internet has the resources he needs or if he should check other resources. He may want to talk to people who are experts on the topic; he may come up with his own ideas of where additional information can be obtained for the report.



5) Encourage your child to ask the librarian for help in locating materials. Help him gain confidence in using the library by letting him do his own talking when he needs help from the librarian.

6) Give your child encouragement, advice, and a ride if she needs it, but resist the temptation to take over an assignment. Let her assume responsibility for researching and writing the report. It is the only way she will learn the library skills she will need for the rest of her life.

Also, libraries frequently have workshops on how to do research or book reports. You may want to suggest your child attend one of these workshops. But don't expect the library to fulfill your responsibilities as a parent.



Activities for Fun and Learning

Children usually enjoy learning when they participate in different activities. Use the following activities to help familiarize your children with the library and improve their library-related skills.

Alphabet Soup

- To practice alphabetizing, have your child make a list of items in a room, favorite foods, the names of players on a team, friends, or family. Then help her put them in alphabetical order.

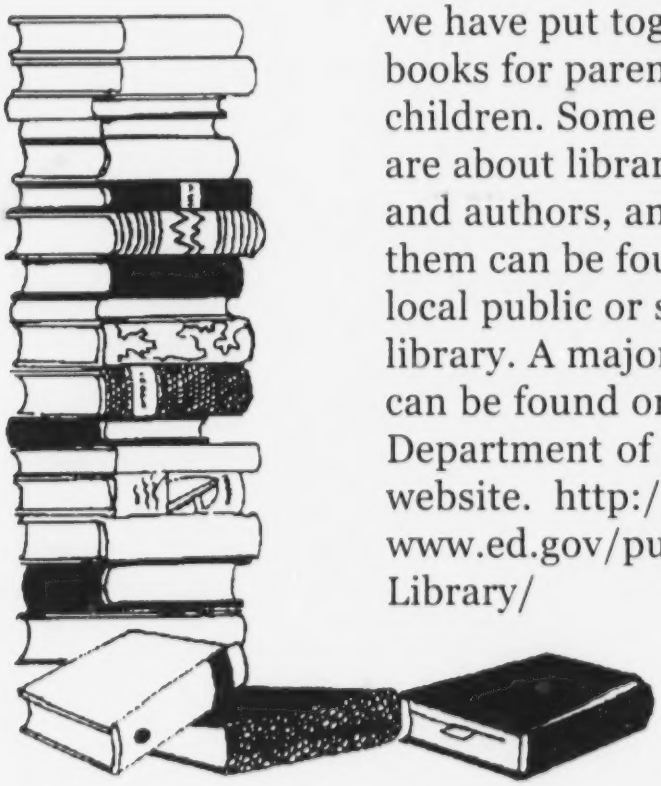
Scavenger Hunt

- At the library, select a title on the computer, then show your child how to locate the item on the shelf. After he learns how to do this, challenge him to a game. Select a title and see if he can find it by himself. You may want to add a time limit as he improves.

Check It Out

- Most local libraries have activities for children of all ages to enjoy. These activities include puppet shows, storytelling, workshops on writing reports and using computers, demonstrations, and booktalks.

Books for Parents and Children



On the following pages, we have put together lists of books for parents and children. Some of the books are about libraries, books, and authors, and most of them can be found at your local public or school library. A major resource can be found on the Department of Education website. http://www.ed.gov/pubs/parents/Library/

Resources for Parents

Building a Family Library, by Reading Is Fundamental, Inc. $0.50 per single copy, $15 per 100. Offers ideas for creating an economical family library, including suggestions to help children build their own collections.

Helping Your Child Use the Library, Office of Educational Research and Improvement, U. S. Department of Education. Presents information about the library, services provided for adults and children of all ages, and strategies parents can use to help their children at the library.

The New York Times Parents' Guide to the Best Books for Children, edited by Eden Ross Lipson. Surveys a selection of children's books grouped according to reading levels. Annotations include author, illustrator, publisher, major awards, plot summary, and recommendations. Includes special indexes to help guide the user in locating appropriate books.

The Horn Book. Published six times a year, this journal has reviews, articles, and special columns about the best new books for children and young adults. For information, write: The Horn Book, Inc., 31 St. James Avenue, Boston, MA 02116-4167.

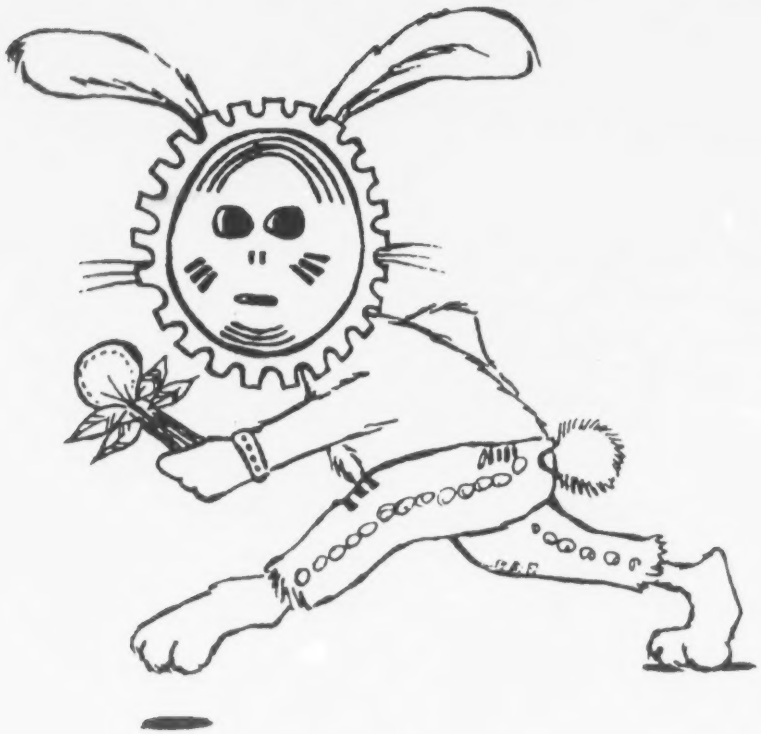
Notable Children's Books. For the most recent annual list, send $0.30 to: American Library Association, 50 East Huron Street, Chicago, IL 60611.

Books to Read Together

Ages 4-6

There's a Cricket in the Library, by several fifth-grade students of McKee Elementary School in Oakdale. This little cricket discovers books are for reading and not eating. He packs his things and leaves the library after being told to be quiet.

Edward Lear's Nonsense ABCs, by Edward Lear. A silly rhyme accompanies each letter of the alphabet. After you read the last letter, simply turn the book upside-down and start over again with new rhymes.



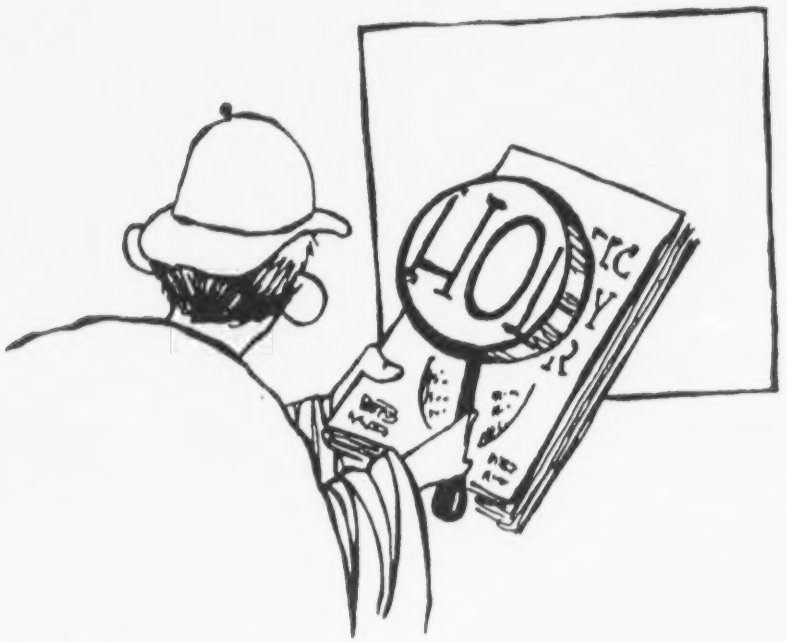
Ten Little Rabbits, by Virginia Grossman & Sylvia Long. Each number in this counting book displays an aspect of traditional Native American culture. Tribes represented include the Sioux, Tewa, Ute, Menominee, Blackfoot, Hopi, Arapaho, Nez Perce, Kwakiutl, and Navajo.

Ages 6-8

Good Books, Good Times, selected by Lee Bennett Hopkins. Entertaining illustrations accompany this collection of poems about books and the joy of reading.

Libraries, by Patricia Fujimoto. Covers the historical development of libraries and provides information about different types. Explains the services offered by libraries and suggests ways to use the library to find answers.

Hot Off the Press: Getting the News into Print, by Ruth Crisman. Describes the production of newspapers, from the publishing phase to delivery. Includes a glossary and a list of books for further reading.



Ages 8-10

Tracking the Facts: How to Develop Research Skills, by Claire McInerney. Covers selecting a topic, using the library, interviewing, and computer searching. Also provides information on taking notes, organizing an outline, and writing up the research results.

Freedom of the Press, by J. Edward Evans. Gives a history of the freedom and restraint of the press. Covers both the invention of the Gutenburg press and the Pentagon papers.

A Girl from Yamhill: A Memoir, by Beverly Cleary. This famous author describes growing up in Oregon. Covers Ms. Cleary's earliest memories until her departure for college. Children enjoy learning about this author who wrote the books featuring Ramona Quimby. Includes personal photographs.

Books for Your Children to Read by Themselves

Ages 4-6

Blue Bug Goes to the Library, by Virginia Poulet. Blue Bug tours the library and learns about different materials, activities, and resources. Minimum amount of text per page.

Left or Right? by Karl Rehm and Kay Koike. Teaches the concept of left and right through photographs. The reader can look at a photo of a specific object, and then determine if that object is on the left or right in another, more detailed photograph.

What Can Rabbit See? by Lucy Cousins. Find all of the things Rabbit can see when he puts on his glasses. Each discovery is revealed by lifting a flap in the book.

Ages 6-8

A Visit to the Library, by Sylvia Root Tester. Follows a group of children on a tour of their local library. Introduces the use of library cards and care of books. Presents a variety of resources and activities that a library offers.

Dear Annie, by Judith Caseley. Grandpa sent Annie a card when she was born. Now Annie and her Grandpa are pen pals. They share their love for each other by sending cards and writing letters.

How a Book Is Made, by Aliki. Outlines the process of making and selling a book. Looks at the contributions of the author, illustrator, editor, publisher, designer, printer, salesperson, and many others.

Ages 8-10

Books and Libraries, by Jack Knowlton. Illustrates the history and development of books and libraries from several early civilizations to the present.

Help Is on the Way for: Library Skills, by Marilyn Berry. Presents common operations and functions of a library. Focuses on general library rules and using a library card and library records. Suggests methods to locate different types of information.

Find It! The Inside Story at Your Library, by Claire McInerney. Explains the various resources and services available in a library. Provides information about recreational reading, different types of media, location and proper use of materials, and conducting research for school reports. Also includes humorous cartoons with the text.

Magazines

Also ask your librarian for the following magazines:

Boys' Life

Children's Digest

Cricket

Girls' Life

Highlights for Children

Humpty Dumpty

Junior Scholastic

Ladybug

Monkeyshines

Odyssey

Web Sites for Parents

Library Safari: Tips for Parents of Young Readers and Explorers
http://www.reading.org/pdf/1032.pdf

Helping Your Child Use the Library
http://npin.org/library/pre1998/n00273/n00273.html

What Library Staff and Others Can Do To Create a State of Readers
http://www.lili.org/isl/rlrtm6.htm#anchor134189

ReadyWeb Virtual Library: Tips for Parents
http://readyweb.crc.uiuc.edu/parents.html

The Internet Public Library Youth Division
http://www.ipl.org/youth/

Web Sites for Children

"On-Lion" for Kids at New York City Public Library
http://www2.nypl.org/home/branch/kids/

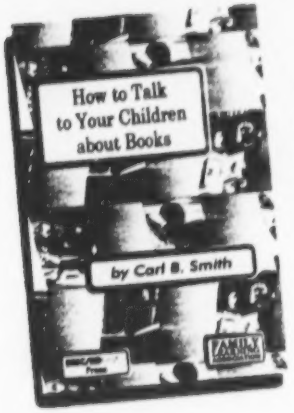
50 Ways To Use Your Library Card
http://www.gbalc.org/50ways.htm

Cool Sites for Kids from
American Library Association
http://www.ala.org/alsc/children_links.html

YALSA–Young Adult Library Services Association
http://www.ala.org/yalsa/

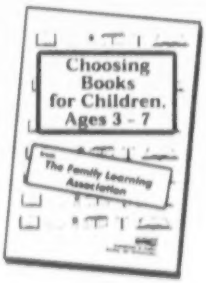
The Internet Public Library Youth Division
http://www.ipl.org/youth/

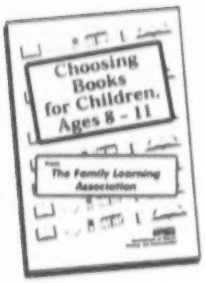
If you found this book useful, please try these other helpful books !



How to Talk to Your Children about Books *by Carl B. Smith*
Start a conversation that will last a lifetime. This book teaches you five easy techniques to prompt book discussions, guidelines for selecting books, how to make it a two-way exchange, plus motivation, values, and making it fun!

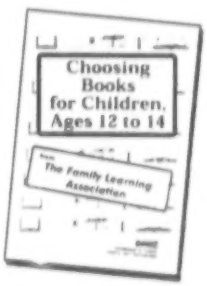
Choosing Books for Children, Ages 3 to 7
Use this resource to appeal to a variety of interests in your kindergarten to primary-age children. Filled with great tips for keeping book conversations going, this book pinpoints a vast array of age-appropriate reading materials.





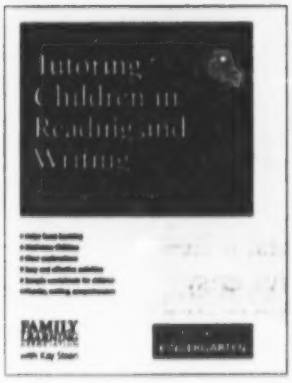
Choosing Books for Children, Ages 8 to 11
Quick summaries of a huge collection of titles will make it easy to provide good reading for your pre-teens. Top-notch authors, relevant themes, and sensitive issues make this a good companion at the library or bookstore.

Choosing Books for Children, Ages 12 to 14
Let literature open up discussion about some of the difficult issues your teen is experiencing. Includes a special section on communicating about books though writing and journaling.



For information about these and other helpful books
The Family Learning Association
3925 Hagan Street, Suite 101, Bloomington, Indiana 47401
1.800.759.4723 www.kidscanlearn.com

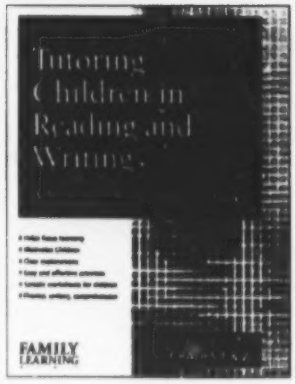
Other Resources Available



Tutoring Children in Reading and Writing

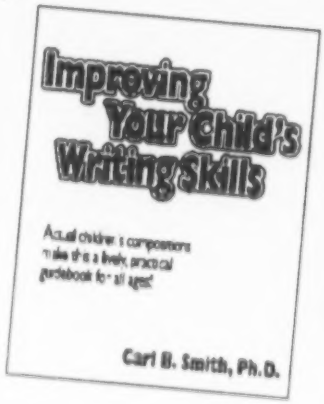
Book 1: Kindergarten
Book 2: Grades 1-2

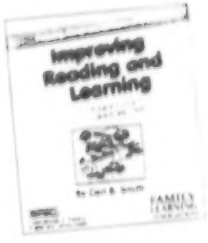
These guidebooks use a hands-on approach to helping children improve essential skills. Using easy and effective activities, they focus on the building blocks of reading and writing with sample worksheets that focus on letter recognition, spelling, phonics, and comprehension.

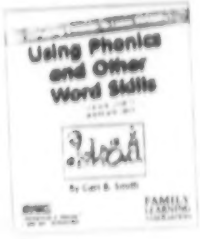


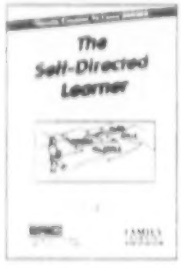
Improving Your Child's Writing Skills

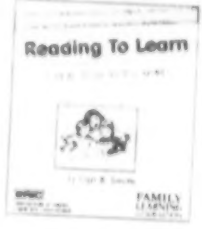
Using actual children's compositions, this fun guidebook takes kids through the entire process of writing, from Pre-Writing and Drafting to Revising and Proofreading. The practical work sheets form a framework to hone the skills of any young writer.

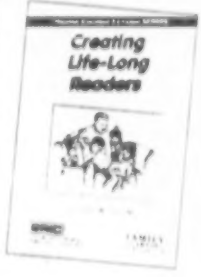












Helping Children to Learn Series

Improving Reading and Learning
Phonics and Other Word Skills
The Self-Directed Learner
Reading to Learn
Creating Life-Long Readers

For information about these and other helpful books:
The Family Learning Association
3925 Hagan Street, Suite 101, Bloomington, Indiana 47401
1.800.759.4723 - www.kidscanlearn.com

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Studio Engineer: Bob Estrin
Voices in Order of Appearance:

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Side B: Instructions: Joy Kahn

"Balloon Day"

Narrator:	Sonja Rasmussen
Cherry:	Debbie Booker
Josie:	Joy Kahn
Mr. Prichards:	Steve Gottlieb
Mom:	Sonja Rasmussen
Mrs. Davies:	Lauren Gottlieb

"Tiger Paws and Old Berk"

Narrator:	Sonja Rasmussen
Engineers:	Rick Sakasitz, Dave Mac, Steve Gottlieb
Dispatcher:	Steve Gottlieb
Old Berk:	Steve Gottlieb
Tiger Paws:	Dave Mac
Speedboy:	Rick Sakasitz
Mechanics:	Rick Sakasitz, Dave Mac, Steve Gottlieb

"My Sister, the Snake, and I"

Narrator/Cindy:	Sonja Rasmussen
Uncle:	Steve Gottlieb
Emily:	Joy Kahn
Mother:	Lauren Gottlieb

Studio: Music House, Bloomington, IN 47401

"My Sister, the Snake, and I" first appeared in *Cricket* v3 n7, and is used by permission of the author, Yolanda Ferguson Stein.

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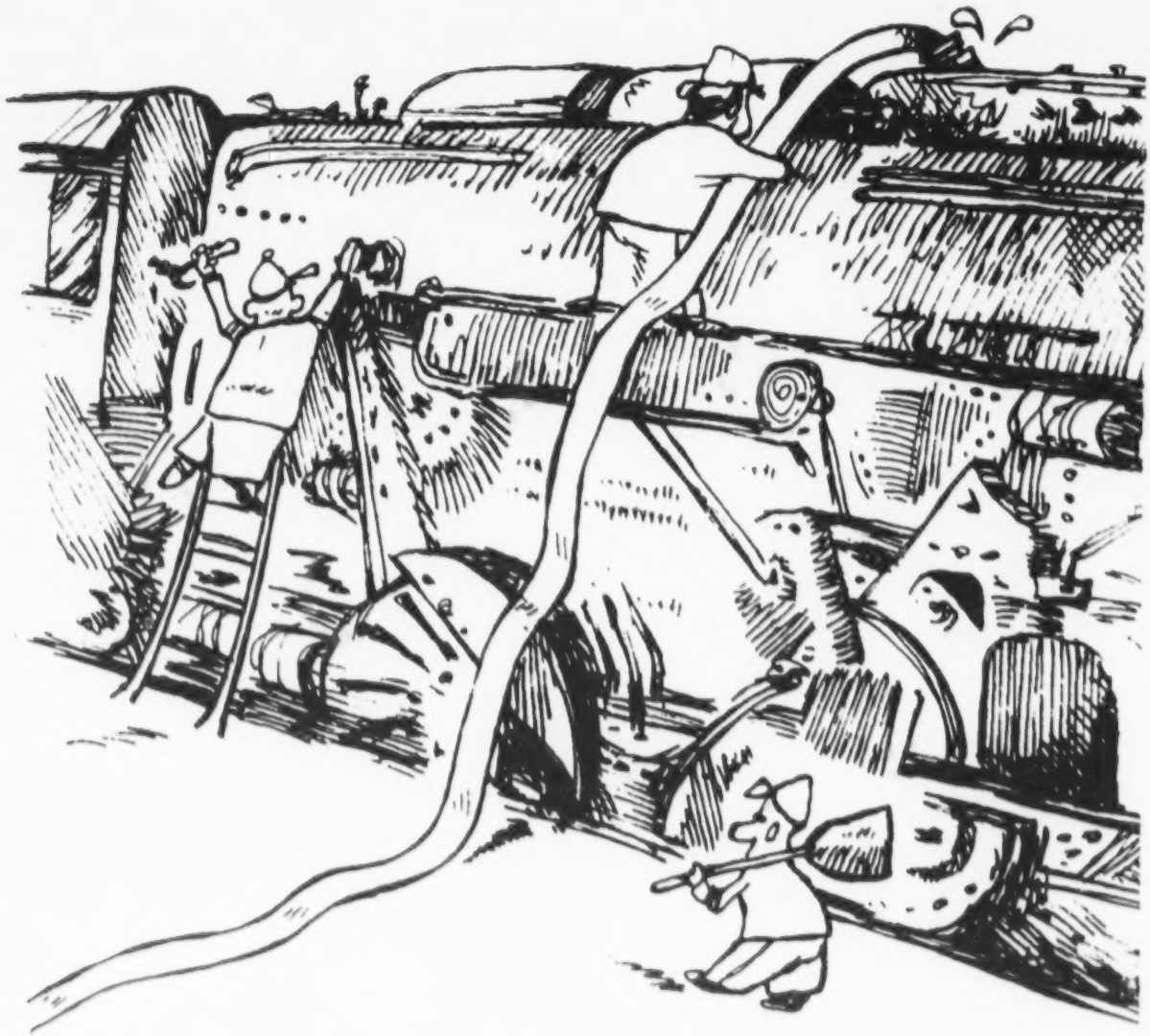
Practical Guidelines for Parents

Delightful Read-Along Stories for Children



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